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A Survey of Libraries

in the

United States

CONDUCTED BY THE

AMERICAN LIBRARY ASSOCIATION

VOLUME THREE

Public Library Service to Children. Extension Work and Community Service of Public Libraries. School Library Organization and Service.

CHICAGO

AMERICAN LIBRARY ASSOCIATION

1927

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Chapter I

THE CHILDREN'S DEPARTMENT

I. REGISTRATION

Eligibility requirements.—Approximately 80 per cent. of the libraries of less than 20,000 volumes report that in order to obtain a borrower's card a child must have reached a certain age or a certain grade in school; among the others of this group, ability to sign his name is the most general requirement. Among the larger libraries the practical test, rather than the academic, is more general; approximately half of the libraries of more than 20,000 volumes report no requirement, apart from the approval of parent or guardian or other responsible person, except ability to sign the name with fair legibility and reasonably passive tongue. Several stipulate that this accomplishment shall be demonstrated with pen and ink. Many require ability to sign the name in addition to certain other qualifications of age, school grade, or ability to read. Thus, in Cleveland, according to the general rule a juvenile borrower must be at least six years old, must be in school, and must be able to read a little and to sign his name. In Dayton, the minimum age of eight years or enrollment in the second grade of school, and some efficiency in reading, are the tests of eligibility.

In most cases, probably, these apparently different regulations are, in effect, merely different ways of stating the same thing. Specifications concerning age and school grade, however, show some variation. Requirements of age vary from six years (as in Brockton, Cleveland, Racine, and St. Paul),

to eight (in Berkeley), nine (in Concord, Mass., and Jersey City), or ten (in San Francisco). The required grade in school is most frequently the third, but is occasionally as low as the first or the second, and occasionally as high as the fourth.

Several libraries, including Jacksonville, Fla., Louisville, Madison, Wis., and Superior, Wis., have no prescribed requirements, and in several others exceptions are sometimes made to the general rule if the child, on making his application, is accompanied by either of his parents, or if special circumstances seem to make an exception desirable. Siskiyou County, Calif., requires merely that the child shall be old enough to understand that he is assuming a responsibility in borrowing books, and the exact age is left to the discretion of the librarian or custodian; the young children are encouraged to borrow from the school collections, under the teachers' supervision. Cedar Rapids, Chattanooga, Cleveland, and Peoria report that parents are permitted to take out cards for children who are not old enough to read or write, in order to obtain picture books for them. In Bangor children under the third grade, whether attending school or not, are given a "mother's card," which the mother fills out in her own name and the name of the child; on this card one book at a time may be borrowed, from the "mother's case" or from the "easy shelf."

Endorsement of application.—More than 60 per cent. of the libraries reporting state that the endorsement of the child's parent or guardian is preferred on all juvenile applications, and is usually required whenever it can be obtained. Many of these state that the endorsement of the child's teacher, or of some other responsible person, will be accepted if the parent or guardian is unable to write, or under other special circumstances. Some, however, including Toledo and

Worcester, will not accept the teacher's endorsement as a substitute for the parent's or guardian's. In Grand Rapids and in Joliet, Ill., on the other hand, the endorsement of any person in the same family is never accepted, and in Salt Lake City some other endorsement is preferred.

Still further variations are reported by the remaining libraries. In Montclair, N. J., Stamford, Conn., Stockton, Calif., and thirty smaller libraries, no endorsement is required. Some will accept the endorsement of any responsible person; some require only that the endorser's name shall be in the city directory; Green Bay, Wis., San Anselmo, Calif., and several others, require that the endorser shall be a property owner. Several require, or endeavor to obtain, the endorsement of both the parent or guardian and the teacher or other responsible person. Thus Louisville and Rochester require the signature of parent or guardian, and also that of the teacher whenever it can be obtained. In Bridgeport both are required during the school year; in the summer vacation a second guarantor, in place of the teacher, is required unless the parent's name is in the city directory.

Most of the reports state that juvenile applications are always sent home for the signature of the parent, unless the child is accompanied by the parent when he makes his application; most of the others state that they will send the application home whenever this is desired, apparently making no special effort to have the parent come to sign at the library. A few libraries report that applications are sent home only if it is impossible for the parent to come. Brooklyn reports: "We try to get parents to come, but the less busy branches mail most of their juvenile applications. The busiest branches mail none; others mail only for upper grade children." In Malden, Mass., children are urged to have one of their parents come to the library to sign; if the

parent does not come the application is mailed for the signature after seven days. Some of the larger libraries send with the application blank a printed slip or a printed or multigraphed form letter, asking for the parent's endorsement. For example: "Dear Mr. ———. Your ——— wishes to draw books from this library and has signed the enclosed application blank. We hope you will approve of this, but before giving ——— a borrower's card, we should like your consent. Will you kindly, therefore, sign your name on the enclosed blank, give the information required on the endorsement side of this blank, and return it by the child to the library" *(Indianapolis)*.

When the application is to be sent home for the signature, approximately two-thirds of the libraries of more than 100,000 volumes, and practically all of the smaller, permit the child to take it with him. Others, which always send by mail if it is not endorsed at the library, include Brooklyn, Buffalo, Pittsburgh, Sacramento, Somerville, and Worcester. Washington sends all juvenile applications by mail unless they are signed at the library by parent or guardian. If they are signed at the library, and the parent's name is not in the directory, a postcard is sent, stating that the child's card may be obtained by presenting this notice at the library. Indianapolis, Omaha, and Seattle send the application by mail, if the address needs verification; otherwise it is sent by the applicant. In Utica the child is permitted to take the application home, and to verify the address a postcard notice is sent, notifying the child that his card is ready.

The reports indicate considerable difference of practice in regard to securing the child's own signature on the application. Approximately 40 per cent. of the whole number reporting state that the application will be sent home for his signature only in cases of long illness or physical disability,

or in other exceptional cases which prevent him from coming to the library. Among the others, practice is rather evenly divided. Many state that the child must always sign at the library (perhaps stating their general rule and overlooking the occasional exceptions which might be made for good reasons); approximately the same number indicate that the application will be sent to any child on request of the parent or guardian, or, in some libraries, of some other member of the family. In this latter group are Atlanta, Cincinnati, Denver, Kansas City, Louisville, Omaha, Tacoma, Toledo, and others. In Bridgeport, in rare cases a parent is allowed to take an application home, and is requested to bring the child to the library when returning the application. Long Beach, Calif., Madison, Wis., and several smaller libraries, do not insist on the child's own signature, but permit a parent to sign for him.

Many libraries sometimes make exceptions to their general rule that applications must be signed at the library, by sending them to classes in the schools, either to be signed in the presence of the teacher or to be taken home for signature and endorsement. In Minneapolis, branch librarians visit the schools every fall to register children in all class rooms above the second grade, and at least three-fourths of the juvenile borrowers get their application blanks in this way. The applications must be taken home for parents' signatures. Many others, likewise, including Indianapolis, Portland, Ore., Rochester, Seattle, and Tacoma, do not send applications for this purpose, but occasionally take them, in connection with school visits, that they may be signed in the presence of a member of the library staff.

In the Fort Collins, Colo., Public Library, five cents is charged for each borrower's card, whether adult or juvenile. Each card entitles the holder to fifty books, borrowed one at

a time. When a card is filled, the borrower re-registers, pays five cents, and receives a new card. The Jefferson, Iowa, Public Library has a "perpetual registration" system, both for adults and for children. When anyone registers he is charged five cents for a card, which never has to be renewed. No other fee is charged unless a borrower moves away and later returns to the town to live, in which case he must register again as a new borrower.

Registration records.—As in the adult department (see volume two, pages 17-18), the registration records most generally kept are an alphabetical file of borrowers' applications, and a numerical file, either in book form or on cards, in which the most essential information concerning each borrower is given under his registration number. The juvenile records may be kept at the charging desk in the children's room, entirely separate from the adult registration records, or may be combined with the adult in one central file, or the children's room may have a duplicate file, either alphabetical or numerical, the originals and the complete records being kept in the central file.

Borrowers' privileges.—In most of the fundamentals, the routine work of the children's department is governed, in most libraries, by essentially the same principles and regulations as those which apply to the adult circulation department. Differences are so few that it does not seem necessary to report in detail, in this chapter, on the various topics covered in the chapter on the circulation department (volume two, pages 29-63). Wherever the regulations of the children's department differ from those of the adult department, the tendency is usually in the direction of less flexible regulations and less liberal privileges. The following may be noted as the most frequently reported points of difference:

Most of the libraries which have discontinued the use of a borrower's card in the adult department, have retained it in the children's rooms. Only one card is issued to each juvenile borrower, instead of two or more cards for fiction, for non-fiction, and other purposes, which many libraries issue to adult borrowers. "Special cards," entitling the holder to extra privileges in number of books or in length of loan period, are not issued to children in any of the libraries reporting. There is usually a more definite limitation on the number of books which may be borrowed at one time: most libraries permit only two to be taken, and some permit only one. Books are less frequently issued without presentation of the borrower's card than in adult departments, and in most of the libraries reporting less liberal privileges are extended to juvenile borrowers in regard to renewals, reserves, and vacation loans. Penalties for the loss of the borrower's card are often somewhat lighter than in the adult department, and in many libraries the daily charge for overdue books is one cent a day instead of two cents. Many others, however, make no discrimination in these penalties, and in several libraries the overdue charges for children's books, as for books lent to adults, are as high as three cents or five cents a day.

II. ACCESS TO BOOKS

Open shelves and special collections.—The only point in library practice on which the replies to the *Survey's* questionnaire indicate complete uniformity, is the use of open shelves in the children's room. Even here, indeed, there are apparent exceptions. In nearly 90 per cent. of the libraries of more than 50,000 volumes, in nearly 80 per cent. of those between 20,000 and 50,000 volumes, and in many of the smaller libraries, closed shelves or cases are used for certain

books, principally fine editions of standard titles, books of interest mainly to parents or teachers, or books which for other reasons are to be used only for certain purposes or with special permission. Such collections, however, do not affect the prevalence of the open shelf in principle, or in practice so far as concerns the children's general reading and their use of practically the entire juvenile collection. With exception of these special collections, all of the 918 libraries reporting state that their juvenile books are all on open shelves.

The main purpose of most of the special collections is to make available copies of the more attractive editions of the best juvenile books, for use by parents, teachers, and other adults who are interested in children's reading, and by children, with special permission, provided their hands be clean. This requirement causes the collection to be known, in some libraries, as a "clean hands" collection. Many of the collections are limited to a small number of the finely illustrated editions, but some are large enough, and chosen with sufficient care, to form suggestive "model libraries," and many include with the fine editions a selection of picture books, fairy tales, books useful in story telling, and inexpensive editions of good titles for children of all ages. These collections may be used for occasional exhibitions, or for permanent display, to encourage the private ownership of books and to aid in selection of the best. The following reports illustrate the use of such collections, for these and other purposes, in some of the larger libraries.

In Berkeley, about 72 feet of shelving in the main children's room are provided with locked glass doors, and are filled with fine editions of the juvenile classics and of standard modern juveniles. Many of these are finely illustrated editions, but some are so segregated merely as model edi-

tions of books which are always needed. Many are duplicated on the open shelves, and most of the finer editions may be borrowed by adults and by the older children. The books are in great demand among mothers, art students, and teachers.

In Cleveland, extra-illustrated and expensive books are kept in locked cases, usually with glass doors, in the children's room, for special use with children in the room and as suggestions to adults in buying. Locked cases are used also for encyclopedias and other expensive reference books which are frequently mutilated if not guarded; and for certain books, needed in connection with school work, which can easily be used in the room and which, if circulated freely, would be too heavy an expense. Some of the small books which are easily stolen are kept in a locked case or a drawer of the desk. A few mediocre books which are in much demand, and which may be used occasionally as "stepping stones," are kept in the stack.

Dayton has a book exhibit collection, at the central children's room, for reference use only, and a "star" collection, the books in which may be circulated for seven days. These collections are composed of attractive illustrated editions on all subjects. They may be used by adults, and under supervision, by children, for comparison of various editions, art study, costume designing, etc., as well as for the pleasure of reading the best books in attractive editions.

In Los Angeles all the children's rooms have a "glass case" collection, of from one to three sections of shelving, the books in which may be used in the room on request, and are occasionally lent to art students or teachers. Each branch has also a "Child's Own Library," comprising titles which every child should know and own. At the main library is a model collection of about one thousand volumes, comprising

selected titles for a model library; good editions of standards and classics; a special collection of folklore; and foreign picture books. These books are shelved in a "model library" room adjoining the children's room. They are used by authors, illustrators, parents, teachers, library school students, and others.

Louisville has a special collection, for parents, of books which are recommended as gift books. This collection comprises several sections of shelving in the teachers' room, and also a table on which juvenile classics and fine editions are displayed. These books may be borrowed by adults, and are used by story-tellers, artists, commercial artists, parents, teachers of classes in story telling, and others. The object is to have clean, attractive books available for adults who are working with children in any capacity.

St. Paul has a collection of approximately three hundred volumes, representative of the eminent illustrators of juvenile books. These are lent to students of children's literature, to art students, and for special exhibits, and serve as a nucleus for the library's annual exhibition of children's books.

Washington has in the parent and teacher's room an illustrator's collection, showing examples of the work of the best illustrators, and also a small circulating collection of material on story telling, seat work, etc. This room is not open to children. In the office of the school division is a reference collection, containing one copy of each title in the school libraries collection.

Ribbon arrangement of books.—Under the so-called ribbon arrangement, both fiction and non-fiction are placed in each section of shelving, under some form of arrangement which produces alternating lines, or ribbons, of fiction and of non-fiction, extending around the walls or through the stacks. The fiction may occupy one or two of the middle

shelves of each section, with non-fiction on the upper and lower shelves; or, under a more usual form of "ribbon," the upper shelves may be given to non-fiction and the lower shelves to fiction.

As was stated in volume two (page 27), the ribbon arrangement is used to a much greater extent in children's rooms than on adult shelves, and is more generally used in branches than in central buildings. Among fifty-eight libraries of Class A (more than 100,000 volumes), including five which did not answer the questions on this subject, twenty-four, or 41 per cent., report that it is used to some extent, and in all but four of these it is in general use both in the main children's room and at some or all of the branches. Among sixty libraries of Class B (50,000-100,000 volumes), including thirteen which did not answer, it is used to at least some extent in only seventeen, or 28 per cent. The reports from the smaller libraries show a steadily decreasing percentage, until, in Class D (less than 20,000 volumes), only 6 per cent. of the whole number reporting state that the ribbon arrangement is used at all. The replies from the smaller libraries, however, are of uncertain significance, statistically, for less than half of the whole number reporting answered the questions concerning this method of shelving, and many of those which answered either implied or stated that they did not know what is meant by a ribbon arrangement. The following report is therefore based mainly on the replies from the larger libraries.

That the ribbon arrangement is quite unknown to so many, seems to bear out the statement of one librarian who wrote: "The plan was abandoned here, and doubtless elsewhere, at least sixteen years ago, and seems a relic of the dark ages. To state that the plan has been abandoned is like stating that the system of closed shelves has been abandoned in favor of

an open-shelf system." Other reports, however, show a difference of opinion, both wide and emphatic.

Most of the libraries which report that the ribbon arrangement is not used, do not state whether they have never tried it, or have at some time used it and have been dissatisfied with its effect. Among those which mention their reasons for disapproval are the following:

Brooklyn: We used to try it, but found it a nuisance, and ineffective in influencing selection.

Dayton: From experience we have not found the ribbon arrangement an effective or a successful scheme to promote reading of non-fiction, and we have discontinued its use.

Minneapolis: We did use it for many years, but found it inconvenient and could see no effect on the children.

New Haven: The ribbon arrangement was used for a year and then abandoned. The staff prefer a "block" arrangement (a section of fiction and a section of non-fiction alternating).

New York: It is not in general use. The consensus of opinion is that it is more confusing than helpful.

Poughkeepsie: We used it when in a smaller room, to avoid congestion around the fiction shelves. There has been no apparent difference in circulation since its use was discontinued.

Queens Borough, New York: We used it at one time. It prevented congestion of children about the shelves, and circulated a trifle more non-fiction, but was very inconvenient and produced disorder on the shelves.

San Antonio: We tried it, but found it confusing to the children. We now circulate as much non-fiction as we did with the ribbon arrangement.

Seattle: We discontinued it several years ago. It was

inconvenient for the staff and made it difficult for children to find books.

The reports from libraries in which the ribbon arrangement is used to at least some extent, indicate varying degrees of conviction as to its desirability. Some are apparently using it primarily because they have always done so, even as some others are not using it primarily because they never have. Many find it a slight inconvenience to the staff, but consider that this is offset by the advantages of the plan; a few, on the contrary, find it a convenience for the staff, as well as advantageous in other respects. By some it is used mainly or solely as a means of preventing congestion about the fiction shelves. Others report that, in addition to relieving congestion, it stimulates the reading of something besides fiction. The following reports are illustrative of these different views:

Berkeley: The ribbon arrangement is used for all fiction in the children's room except the "easy" stories, books for grades one to four, and the fiction in the closed cases. It takes the shelver longer to put up books, but congestion in any part of the room is avoided. It is good for the children, whose eyes necessarily rest on the non-fiction, some of which is sure to appeal to them, hence the non-fiction circulates more than it otherwise might.

Cleveland: The ribbon arrangement is followed in all regular children's rooms, the only exceptions being the small collections in children's stations. Our experience is that it is not inconvenient for the staff, and that it brings a variety of books to the attention of the children. We have no comparative statistics, but we know that children who are accustomed to this arrangement appear to think in terms of "good books," and not of "fiction and non-fiction."

Detroit: It is used in most of the branches and the main library. Opinions vary as to its convenience for the staff. We do not believe it has any effect on the children or on the circulation, but it distributes the crowd around the room.

Gary: We use the ribbon arrangement entirely in the children's rooms. Its effect on the children is very remarkable, and produces a greater use of the "class" books. This is shown by the circulation records of 1923, when the change to the ribbon arrangement was made.

Grand Rapids: It is very convenient for the staff, and breaks up congestion at certain points. It has no noticeable effect on the quantity of circulation but helps to improve the quality.

Pittsburgh: The ribbon arrangement is used in all children's rooms except at the central library and one branch. It is less convenient for the staff, but probably increases the circulation of non-fiction. The children fall in with either arrangement.

Rochester: We use it for the entire juvenile collection except fairy tales, easy books, and picture books. We can not say that it has any effect on the circulation or on the children, since children discriminate less than adults between fiction and non-fiction. To the staff it makes no difference.

Saginaw: It has a tendency to broaden a child's reading. Circulation is not affected so much in amount, as in the class of books read.

St. Louis: Used in children's rooms both at the central library and at the branches. It is convenient for the staff to have non-fiction on the upper shelves. It distributes the children around the room, and brings non-fiction to their attention, but has very little effect on the circulation.

Among others which use this mooted arrangement in some or all of their children's rooms, and report that it tends to

broaden a child's reading and increase the circulation of non-fiction, are Birmingham, Brookline, Denver, Evansville, Indianapolis, and Louisville.

Shelving of special classes.—Practically all of the libraries reporting, with exception of some of the smallest, shelve the "easy books" by themselves, in a section somewhat apart from the books for older children. The section of easy books usually includes picture books, nursery rhymes, and books for children of the first three school grades. With this exception, and the further exception of books on school reading lists and of "intermediate" collections for the older children, few libraries shelve any considerable part of the collection according to age or school grade. In Cleveland, in a few of the busiest children's rooms where there is difficulty in waiting promptly on the large numbers of children, special collections are sometimes set aside for the third and fourth grades. Indianapolis also shelves together all books for the third and fourth grades. In Los Angeles some of the larger children's rooms have a separate section for the third and fourth grades; a separate section was formerly kept for the fifth and sixth grades, but has been discontinued. Duluth reports that a "book ladder" for ages six to eight, eight to ten, ten to twelve, and twelve to fifteen, is filled several times each day, and is much used.

In only a very few of the libraries reporting is any of the fiction shelved by subject, except as temporary collections may be brought together occasionally for display purposes, or in connection with some special interest. Several libraries, including Omaha and Pasadena, shelve together the "boy scout" fiction, with other material on scouting; in Pasadena, western and mystery stories are also shelved separately. In Boston, at some branches, stories of adventure are shelved together; in Peoria, stories of animals, Indians, pirates, and

boy scouts, western stories and mystery stories, and stories of the World War. In the children's room of the Green Free Library, in Canton, Pa., all books are shelved by authors only; the books are classified by the Dewey system, but fiction and non-fiction are not separated on the shelves. Shelving separately was tried at one time, but "the children did not like it, and it did not work."

In the shelving of non-fiction few permanent changes are made from the ordinary classification. In Berkeley, books for story tellers, for mothers, and for lower grade teachers, and books of kindergarten songs and games, are separately grouped. Birmingham and Washington group together all plays, regardless of classification. In Boston, in the children's room at the central library, history and geography of foreign countries are shelved together. Indianapolis shelves together, under "B," all individual biographies except the lives of artists and musicians, which are classed with art and music in fine arts.

In more than 80 per cent. of the libraries reporting, fairy tales, myths, and legends are classed and shelved as non-fiction. In several others, including Birmingham, Brookline, Chicago, Kansas City, Seattle, and Utica, most modern fairy tales are classed as fiction, and the older myths, legends, and folk lore, as non-fiction. Some, including Brooklyn, Denver, and Seattle, report that all fairy tales and folk lore are shelved together regardless of classification. In Pittsburgh, the modern fairy tales are shelved separately, but adjacent to myths and folk tales. In Los Angeles, hero tales are usually grouped together, under "knights and heroes," in a section apart from "fairy tales."

III. WORK WITH OLDER CHILDREN

Transfer to adult department.—In most of the libraries

reporting, with exception of the very small libraries where there is practically no distinction between the adult department and the juvenile, the transfer of juvenile borrowers to the adult department is governed, in general, by rather definite requirements as to age or school grade. In most libraries, and probably in all, the rules on this point are permissive, rather than compulsory. A certain age or a certain grade in school is considered as a normal maximum for juvenile registration. On reaching this age or grade, children either are transferred or become eligible for transfer to the adult department, or are permitted to use their juvenile cards in the adult department; beyond this age or grade new borrowers are ordinarily registered in the adult department, rather than in the children's room. The rules are designed both to prevent the use of the adult collections at too early an age, and to make their use possible when the resources of the children's room begin to be inadequate for a maturing child's needs.

In more than two-thirds of the libraries which report rather definite rules, transfer is normally made either when the child is admitted to the high school or when he has reached the age of fourteen. In a few libraries, as in Fitchburg, Mass., and in San Diego, children may be registered in the adult department as soon as they are in junior high school, and in Pomona, Calif., as soon as they are ten years old. Among those which do not transfer until the child is more than fourteen are: Cincinnati, Cleveland, and Worcester, at fifteen; Boston, Brooklyn, Evansville, and Peoria, at sixteen; East Orange and Utica, when in the third year of high school or, if working, when sixteen. Among others, which report that they have no definite transfer period, are Riverside, Salt Lake City, Stockton, Calif., Terre Haute, and many smaller libraries, where there is no

distinction in registration between adult and juvenile borrowers; also Jersey City, Memphis, St. Paul, San Francisco, and others, where transfer is made whenever it seems that the child's needs can be better met by the books in the adult department; and Oakland, where children are allowed to use any part of the library.

The actual difference in practice represented by these reports is undoubtedly less, in most cases, than the rules might indicate. In most libraries the rules are somewhat flexible, and are subject to occasional exceptions; that no exceptions are made is reported by approximately 30 per cent. of the libraries of Class A (more than 100,000 volumes), but by only 18 per cent. of Class B (50,000-100,000 volumes), by 15 per cent. of Class C (20,000-50,000 volumes), and by practically none of Class D (less than 20,000 volumes). Even where exceptions are never made to the general rules, most of the reports state that the occasional use of the adult department by juvenile cardholders is permitted under certain conditions, usually for the purpose of school work, or with special permission given in exceptional cases. A few libraries, including Grand Rapids, Knoxville, Pasadena, Springfield, Ill., and (under supervision) Syracuse, permit the use of the adult department at any time. Hence the significance of the transfer period often lies primarily in the exceptions rather than in the rules, and in the scope of the privileges offered rather than in the department where the name is registered. This is illustrated by the following reports, which seem to indicate that no less freedom is given the juvenile borrowers than in many libraries which transfer at fourteen, but which permit the use of the adult department by younger children only on special permission given by the children's librarian.

In Grand Rapids, anyone who has left school permanently,

to go to work, is registered as an adult; all others, through the high school, are registered as children. Adult books, however, may be borrowed on any card, without special requirements or formality, unless they are obviously beyond the child's ability or age. In Wilmington, Del., anyone under seventeen is enrolled as a juvenile borrower; all over seventeen are registered as adults, and juvenile borrowers are transferred when they become seventeen; regardless of age, however, anyone who is in high school has a "student privilege," which permits him to use the adult department. In Brooklyn, adult cards are not issued to anyone under sixteen, but children in the high school or the upper grades of the grammar school may borrow adult books on their juvenile cards, high school students without request and children under high school by special permission.

In several libraries an intermediate card is issued to the older children, which permits the holder to use the adult department within certain limitations. The use of such cards is illustrated by the following reports from Bridgeport, Dayton, Detroit, East Orange, Seattle, and Worcester.

In Bridgeport a juvenile card may be exchanged for a "senior" card when the borrower enters high school or, if he has left school, when he is fourteen; the adult card is issued only to borrowers who are over eighteen. Holders of senior cards may use the adult department, but may not take books that are starred; younger children may visit the adult department only by special permission, each visit being approved in writing by the children's librarian.

In Dayton, students entering high school are given high school cards (indicated by "H" preceding the number), good until June 30 of the year of graduation. These cards, which entitle the holders to full adult privileges, are given also to eighth grade pupils whose cards expire on or after May 1,

if their admission into high school is assured by their teachers. Retarded children of fourteen or more, who are still in the grades, may have limited adult cards, with the privilege of selecting fiction from the Young People's Collection. Children under fourteen may obtain books from the adult collection only on written request from the parent or guardian, specifying the nature of the books desired and the period of use; if the request is for continued use of the adult department, "Adult Permit" is typed in red on the borrower's card and on the registration card, and the parent's letter is filed.

In Detroit, an adult "identification" card, which is issued in lieu of a "borrower's" card, is given to all who are sixteen or older. A white card is issued at fourteen, and also on the presentation of a pass card or any identification showing that the borrower is in high school. Thus the mental age determines the giving of this card. Some sub-normals between fourteen and sixteen are given pink cards. Two books are allowed on the pink card, and four on the intermediate white card. In the branches these may be two from each department. At the main library four books may be taken, from either the children's room or the adult. The reason for this is to have the main library's special departments open to children who are mentally fitted to use them.

At East Orange, where transfer is not made until the age of sixteen or completion of the second year in high school, intermediate cards are issued on graduation from the eighth grade. These cards may be used in either department, but the number of books of fiction is restricted to two, and adult books borrowed are supposed to be approved at the information desk. Adult cards are issued without restrictions to juniors in high school. In case the grade can not be definitely determined, for children who are in private schools or

under private tuition, intermediate cards are issued at fourteen and adult cards at sixteen.

In Seattle children are not transferred until they are sixteen or in high school, but eighth grade children are given intermediate cards which permit them to take five books, two of which may be fiction. Fiction may be taken from the children's room only; non-fiction may be taken from either department. Younger children who have exhausted the resources of the children's room may take books from the adult department under the personal direction of the children's librarian or the branch librarian.

In Worcester children are not transferred until they are fifteen. If in high school, but not yet fifteen, they may have their cards stamped "High School," and may then borrow from the adult department books on the high school lists.

Because of the many variations in modes of procedure, most of which represent principles which in general are apparently similar, the following specific reports are more significant than any attempt to classify by arbitrary summaries.

Berkeley: Children may use the adult department when fourteen. Beyond that age they seldom ask for juvenile registration, but they are encouraged to continue their fiction reading in the children's room a year longer. Under fourteen they may use the adult department for certain fiction, and for any needed non-fiction, or to consult reference books which are not in the children's room.

Buffalo: Children are transferred when they are fourteen and are in either the eighth grade or the high school. Occasional exceptions are made for younger children who have been using the library intelligently for some time. Ordi-

narily, if adult books are needed before transfer they are sent for and are circulated from the children's room.

Cleveland: Children are given adult privileges at the age of fifteen. There is no transfer. When a juvenile card expires, if the child is within three months of fifteen he is given an adult card; otherwise he is re-registered in the children's department for another three-year period, but at fifteen may use his card in the adult department.

Long Beach: Our custom formerly was to register children in the adult department when fourteen or older. Adult cards are now issued on completion of the eighth grade but unexpired juvenile cards in possession of ninth grade pupils are stamped "This card may be used in adult department," and are so honored until expiration. The privilege of using the adult department is given to some of the older children in the eighth grade. Before adult cards are issued, children may use the adult department for non-fiction, or if accompanied by parents, but otherwise only by written permission, from the children's librarian or the reader's aid, to obtain specific books.

Pittsburgh: Transfer is not made until the child is fourteen. Books from the adult shelves may be given to a child of less than fourteen with the approval of the children's librarian, and juvenile borrowers who are in high school may have books which are necessary for their school work.

St. Paul: We have no definite time for transfer. A child may at any time draw books from the adult department. The result is that we keep our juvenile borrowers in the children's room much longer than many libraries. Practically all of the high school freshmen, and probably half of the sophomores, continue to use the children's room. Adult books that are suitable for children, and also the titles re-

quired in high school reading, are very freely duplicated for the children's room.

Toledo: Transfer is made when a child is fifteen if he has reached the seventh grade, or at any age on completion of the eighth grade. Exceptions are made, infrequently, for children who are known to have exhausted the children's collection. Special permission is given younger children to use the adult department for reference material and for collateral school reading.

Washington: We have no fixed time for transferring those who have cards. Children are transferred when their cards expire if they are then sixteen or older, or if they are in high school. No exceptions are made, but special permission is sometimes given to obtain specific material from the adult department.

Several libraries, including Cleveland, Evansville, Long Beach, and Washington, make no formal transfers, but after a child has reached the prescribed age or grade permit him to use his card in the adult department with no change in registration records. Most of the libraries, however, which prescribe a definite age or grade as a prerequisite for transfer, indicate that transfer is made as soon as the child reaches this age or grade, or as soon thereafter as he may request it. In the method of transfer many variations of practice are reported. A few libraries continue in force both the old application and the old card, merely transferring them from the children's department to the adult. Approximately one-third of the libraries which report their methods in detail require the child to sign a new application, on which a new card is issued, the transaction being virtually the same as on the first registration except that new endorsement is usually not required. All records in the children's department are cancelled. Among others which follow this system,

with more or less variation in details, are Atlanta, Birmingham, Brooklyn, Chicago, Des Moines, Indianapolis, Portland, Ore., Toledo, Utica, and Worcester. In Louisville a new application is signed in the adult department, but the old card number is retained until the expiration of the period for which the card was issued.

The method which is most generally employed, however, involves the issuance of a new card on the juvenile application, which is transferred to the adult department's files. Among those which follow this method are Chicago, Kansas City, Rochester, San Diego, Syracuse, and Tacoma. In Los Angeles, applications and cards for children under fourteen are blue. These are filed in one alphabet with the white adult applications. When a child is eligible for an adult card his blue card is replaced by a white one, with the same number. The application is marked "white card," and remains in the file until re-registration. In Omaha a card issued at the central library, which has a separate series of numbers for adult and for juvenile borrowers, is given a new number; at the branches the original number is retained. In Pittsburgh and in Seattle the name of one reference is added to the application to supplement the original endorsement.

Wide variation is shown in regard to the age beyond which a minor's application does not require the endorsement of parent or guardian, but becomes subject only to the library's rules governing the registration of adult borrowers. In Melrose, Mass., and Pomona, Calif., this age is ten years; in Oakland, twelve; in Pittsburgh, fourteen; in Brooklyn and Minneapolis, sixteen; in St. Louis and Wilmington, Del., seventeen; in Kansas City and Louisville, eighteen; in Bridgeport, twenty-one. In some cities this age coincides with the age beyond which registration is normally in the adult department, as in Brooklyn, Minneapolis, Oakland, and

Pittsburgh; in others, as in Bridgeport and Louisville, endorsement is required up to the age specified by the rules governing juvenile applications, even though the application may be received and the card may be issued in the adult department.

Intermediate collections.—Notwithstanding the provisions which most libraries make to enable the older children to obtain such books as they may need from the adult collection, the purchase of books for the children's room must ordinarily include certain books which are close to the indefinite border line between juvenile and adult. In most libraries these books are merely made available on the shelves of the children's room, as integral parts of the juvenile collection, sometimes marked by a special symbol to facilitate selection. Many of the large libraries, however, and several of the smaller, gather such books together in one section, as a more or less distinct and permanent collection, called an intermediate collection, a young people's collection, or by some similar name.

Among the larger libraries in which the intermediate books do not constitute a separate collection (with exception, perhaps, of books on school required reading lists), but are shelved individually with the general collection, are Chicago, Cincinnati, Grand Rapids, Indianapolis, Louisville, Minneapolis, St. Louis, St. Paul, Syracuse, and Wilmington, Del. In Gary, too, intermediate books are bought for the children's room, where they are shelved with the general collection; the library reports that their availability there has relieved the problem of a premature rush to the adult department, and that a large percentage of the children continue to use the children's department for some time after they are eligible for transfer. In Pittsburgh many books written for adults but suitable for older boys and girls are dupli-

cated in the children's rooms, where they are shelved with the general collection. A staff committee on work with intermediates selects for the adult department certain books which are suitable for the older children. These books are stamped "Intermediate," and are recommended to the boys and girls using the adult department, but remain in their regular places on the shelves except as special and limited displays may be made from time to time. In Toledo, at the main library, books suitable for adolescents are marked with a silver star on the back of the book and on the book card, but remain in their regular places on the shelves.

A variation of these methods is used in Los Angeles, where all fiction in the adult department is shelved together, and a green diamond is placed on books which are considered suitable for children of from thirteen to sixteen. These books are selected by an intermediate committee, composed of the librarian of a large branch, the librarian of a small branch, the first assistant of a large branch, the principal of sub-branches, the principal of the fiction department, the principal of children's work, and the assistant in charge of intermediate work from the adult education department. A list of the books is kept on cards at the loan desk.

Intermediate collections are reported by nearly 40 per cent. of the libraries of Class A, by about 20 per cent. of those in Class B, and by several libraries in Class C. These collections, however, differ greatly in regard to location, size, and degree of permanence. Practice is very evenly divided between shelving them in the children's room, to avoid the necessity of too early transfer, and shelving in the adult department as a suitable introduction to its collections. Sometimes the intermediate collection consists mainly, if not entirely, of books on high school or junior high school reading lists, as at Evansville, Kansas City, and Worcester. Some-

times it occupies only one or two shelves, and sometimes several sections or an alcove. In some libraries the collection is constantly changing, and consists of books brought together temporarily from the adult shelves either to meet some current demand or to give them temporary prominence as "books for older boys and girls," or "books for young people." In most of the libraries reporting, the collection is sufficiently permanent to have the books marked with a distinguishing stamp or label; in only a few libraries, among which are Albany, N. Y., Denver, Kansas City, Kenosha, Wis., Orange, N. J., San Antonio, Tex., Springfield, Ill., Stamford, Conn., and Wichita, Kan., is the location of the books indicated on the catalog cards.

The intermediate collection, therefore, apart from its general purpose of facilitating the wise selection of reading by or for the older children, can not be defined in very definite terms. The following reports are illustrative of the idea of an intermediate collection as applied in various libraries.

In Boston the children's room at the central library has a collection of approximately 325 volumes, suitable for children of from twelve to sixteen years, known as the high school collection or simply as "books for older boys and girls." Similar collections are shelved at the branches, either in the children's room or in the adult department.

Brookline has a small collection of "books for older boys and girls" in the adult department, for children of high school age. The books are selected by one of the school librarians, and are occasionally changed.

In Brooklyn, in the large branches, the children's librarian has a section of books for children of the intermediate age. This is not a fixed collection, but books are borrowed from the adult shelves so that children in the upper grammar

grades may neither be restricted to "juvenile" books nor be turned loose among the "adult" open shelves.

Cleveland, at some branches, has collections for intermediates on shelves or in open racks in the adult room, and in other branches in the children's room, according to the ages for which the collections are needed and according to the arrangement of the rooms. The collections in the children's rooms are planned for children of thirteen and fourteen; those in the adult rooms for children of fifteen and sixteen. The collections are small, and merely suggestive, for although the children are usually attracted by them they do not want to be limited to this selection alone. Pictures and attractive labels are posted, and the books are changed occasionally to attract readers.

Adjoining the children's room (the Lewis Carroll room) at the new main library in Cleveland, is a room for intermediates, known as the Stevenson room. This is designed especially as a room for recreational reading, and contains many of the books which are known favorites, well illustrated editions of the classics, and books on the varied interests of young people of high school age. The room is under the supervision of the school department, and supplements the work of the high school libraries by offering alluring facilities to young people who are not able to go through high school. Because of the location of the central building, in a district of heavy traffic, the children's room at the main library is to a great extent a laboratory for work with parents and teachers, rather than for large numbers of children. So, too, the Stevenson room for intermediates, is an experimental room, planned to try out and test books of different types, to ascertain the varied interests of the intermediate age, and to help young people individually in their reading. Young people may come and browse in this room

at their pleasure, and parents, teachers, or others who are interested in the problems of young people's reading are always welcome.

In Council Bluffs, books for older boys are kept on a long table in the delivery hall, where they are available in the evening, when the children's room is closed, and for boys who no longer like to use the children's room. Books for the older girls are kept on special shelves in the children's room. These collections are supplemented by books taken temporarily from the adult shelves.

In Detroit the main children's room, the branch children's rooms, and, in some of the branches, the adult delivery rooms, have a "fluid" intermediate collection which is gathered together daily, and some of the branches have fixed collections. The care of these collections is assigned to various assistants, under the joint supervision of the branch librarian and the branch children's librarian. In some branches the books in the permanent collections are marked with a gold star, and the book cards are marked "Int."

Hartford has in the children's room a collection for children of from thirteen to sixteen. All the books are duplicates of "adult" titles, and are listed on cards in a drawer of the catalog in the children's room.

In Kansas City an alcove in the children's room contains an intermediate collection, for children in the junior high school and the first year of the senior high school, composed mainly of titles on the required reading lists of the schools.

In New Haven certain shelves on one side of the adult open-shelf room contain books selected especially for first and second year high school pupils. The location and the nature of this collection are explained to eighth grade classes when they visit the library. Newton, Mass., has in the adult

circulation room what is called a young people's shelf, containing books selected by the children's librarian for children of from fifteen to eighteen. These books are called to the attention of children who make application for adult cards. Portland, Ore., has a similar collection, for young people of from fourteen to twenty, in a section at one end of the adult circulation department, under the care of an assistant in that department who has had special training in work with children. At Pratt Institute Free Library a "younger readers' collection" occupies a part of the adult department, under the supervision of the first assistant in that department. This collection is less a compromise selection for immature minds than a well rounded small library designed to develop appreciation of books in the approach to a full knowledge of them.

In Rochester, each branch has in the children's room a section labeled "Books for Older Boys and Girls," containing certain books of the regular juvenile collection which have a distinct appeal to the older children. The children's librarian keeps this section filled each day with a constantly changing selection of books. The collection is not limited to children of any age or grade, nor is any child prohibited from using it. It is used chiefly, however, by children of the seventh and eighth grades, to whom it gives a corner distinctly their own at a time when they begin to feel that they have exhausted the privileges of the children's room, and for whom it brings together a group of books which they are likely to overlook if they are shelved with the general collection. In Seattle one of the branches places the best books for older children on special shelves, but this practice has been discontinued in the central children's room; other branches have an intermediate list of books, both juvenile and adult,

from which older children may select books. In Toledo many of the branches have one or more shelves on which both adult and juvenile books are kept, for the use of adolescents who have been given adult cards. The shelf or section containing these books is usually on the adult side of the room, as near as possible to the children's room. A poster, "Books for Older Boys and Girls," is placed over the books, and the shelf is refilled each day as it is emptied.

Very few of the reports state that any difficulty is experienced in interesting the children in the books that are placed in these intermediate collections, and most of these reports indicate that aversion to the collection is overcome by careful selection of books and by personal supervision. Most of the reports state that no aversion is shown, and several state that young people often continue to read the "intermediate" books after they have been made eligible for full adult privileges. At Stamford, Conn., there are several thousand books in the intermediate collection, which is shelved in a small room opening only into the children's room. In this collection are duplicated a few of the juvenile books, in order that the children may see some old friends on the shelves, as well as some of the older "juveniles" which they may not already have read. There are duplicates, too, of some of the adult books, so that when the children are transferred to the adult department they will not feel too strange in the stacks. The major part of the collection, however, is a carefully selected collection of books especially suitable for young people. The children take to it very readily, and it has been an invaluable aid in bridging over the period when they begin to feel that they are too old to be classed with the children, although the library does not consider them old enough to be turned loose in the adult stacks. Children may be transferred when they reach the third year

of high school, or prior to that on having satisfactorily reported on books read, but very often they do not ask for transfer until they are seniors in high school. The intermediate department has greatly increased the juvenile circulation, and is considered distinctly useful in preventing any break in reading between the children's room and the adult.

Intermediate reference work.—In their use of the library for reference purposes, the transition of young people from the children's room to the adult departments is usually not governed by definite rules, but most generally begins in or about the first year of high school. In Chattanooga, San Diego, and several other libraries, much or all of the junior high school work is done in the adult reference room. In some others, the children's department continues to handle much of the work with high school students, as in Evanston (through the grammar grades and a year or two into high school so far as the requests can be taken care of); in Syracuse and in Utica (through the second year of high school); and in Detroit (all elementary school work and a large percentage of intermediate and high school work). A large majority, however, report that they ordinarily do most of the grade school reference work in the children's room, sometimes obtaining material from the adult shelves if the resources of the children's room are inadequate, and that most of the high school work is done in the adult department. Cleveland reports that with almost no exceptions reference work is done in the children's room for children below the eighth grade; for work in that grade adult reference books are usually needed, and are provided in some of the children's rooms; in some branches the adult collection is used under the supervision of the children's librarian; in the main library there is a special room for

young people, the Stevenson room (see page 32), and also in a new branch now under construction.

A separate room for high school reference work, forming an intermediate reference department, is reported by the following libraries:

In the Parmly Billings Memorial Library, Billings, Mont., a separate room is provided, with an attendant in charge after school hours, and is reported to have revolutionized the work with the high school students. The room contains all books on high school lists of required reading, books placed on reserve for school work, a teachers' collection, and catalogs of colleges.

Dayton, Ohio, has a high school division and young people's library which serves both as an intermediate department for general reading and as a high school reference department, combining circulation, reference work, and instruction in the use of books and libraries. Because of crowded conditions in the central library this division occupies an annex to the main building. It has a carefully selected book collection of approximately 2,300 volumes, based principally upon the books recommended by a joint committee of the Library department of the National Education Association and the School Libraries section of the American Library Association, together with a large number of current and bound magazines. After one year's operation of this division, in which nearly 12,000 books were circulated, nearly 11,000 reference questions were answered, and instruction in the use of the library was given to 482 students, the reading room space was increased by one-third, by the addition of a mezzanine floor for the periodicals and documents. Similar high school and young people's rooms will be a feature of the three regional branches now being planned.

In New Haven a high school reference department,

opened in 1923, was used during the nine school months of 1925 by 14,440 pupils. In addition to these, the entire freshman class of the high school, numbering nearly one thousand, were brought to the library by their English teachers, in divisions, for a talk on the use of reference books and the value of good reading. In this room essay contests are noted, information concerning them is posted on the bulletin board, and books are reserved for pupils, in connection with their essays or other work. In 1925, among 129 sets of books reserved at the request of individual teachers were ninety-three requests for sets on such subjects as the French revolution, the age of Queen Anne, and Elizabethan literature, and thirty-six sets on current subjects of debate. Sometimes the teachers request the reservation of certain titles, but usually they specify only the subjects on which material is wanted and the length of time for which it will be needed. The department also co-operates with a girl's academy and college.

In Utica, work with the older children is under the supervision of an "intermediate librarian." The children's department supervises the reading of children through the first two years of high school, and also their reference work, and collections of adult books suited to their needs are shelved in the children's room at the central building. The intermediate librarian has a desk in the stacks of the adult collection, where she can unobtrusively observe and assist third and fourth year high school students, as well as any younger readers who may wish to select books from the adult shelves. Books required for third and fourth year high school reading are shelved in this department, but the students are not limited to this collection, or deprived of borrowing any books suitable to their years. It is the duty of the intermediate librarian to suggest and direct the read-

ing interests of the young people tactfully, endeavoring to encourage them to seek her assistance. When advisable she works with them in the adult reference room, and introduces them to the book collections of all departments as their growth requires. Her service is not limited to the personal work with the young people, but includes co-operation with teachers, principals, parents, and all organizations which are interested in work with older boys and girls.

IV. PERSONAL WORK WITH CHILDREN

Considerable variation is shown in the formality or informality of the methods used to impress on the children a sense of their responsibilities and their privileges as users of the library. "The daily, personal influence of the branch librarian, or of the children's librarian in branches that have one, is the chief 'method,' " says one report. Although this, undoubtedly, is always the most potent means to the desired end, most of the reports indicate that certain more definite attempts are made to instruct the children by precept, as well as by example.

Usually the first attempt is made in connection with the signing of the application. In signing the borrower's application blank the child subscribes to a more or less formidably worded agreement, the meaning of which most libraries try to explain to him, calling his attention to the "rules and regulations" and to the penalties decreed for their violation. Some libraries have a special form for juvenile applications, on the simplest of which the child promises merely "to comply with the rules of the library," or "to take good care of all the books I borrow and to obey the rules of the library." In most libraries, however, the juvenile application and the adult are the same, or very similar, and the applicant subscribes to a more comprehensive agreement:

for instance, "to obey all the library's rules and regulations, to make good all damage the library may sustain through me or on my account, and to give immediate notice at the library of any change of residence"; or "to obey the rules and regulations of the library, to carefully use and safely return all books borrowed, pay on demand all sums accruing for fines, replace or pay for books lost or injured, or for injuries to books borrowed by me."

In several libraries the application blank is supplemented by a pledge book, containing a pledge which the child is asked to read, and usually to sign. Thus, in Hartford, from a register that is kept for the purpose the children read a promise to take good care of the library's books, and then sign their names on the register; a similar registration book, with a pledge, is signed in Watertown, Mass., and in Worcester, after explanation from the assistant of what is meant by good care of the books and by other responsibilities. A similar pledge is used in Poughkeepsie, where the child reads the pledge aloud and signs it. In Los Angeles a "Friend to the Book" bookmark is awarded when a child has proved himself worthy of it. This bookmark is signed by the child and by the children's librarian.

Some libraries report that there is usually not time to give new borrowers more than a brief and informal, if not perfunctory, explanation of their responsibilities. Others try to explain something also of the privileges conferred by the borrower's card, and how to use them. Berkeley, for instance, reports: "On receiving their applications we try to impress on them the simple rules of promptness in returning the books, care in handling them, and the proper method of returning them to the desk; to explain the general arrangement of the books and ascertain if they are interested in any particular books; to show them some attractive titles on the

non-fiction shelves, and explain briefly the use of the catalog." In Boston, at some of the branches, a similar effort is made with somewhat more formality; cards are given to new juvenile borrowers only on Saturday mornings, when a formal introduction to the library is given them, with a talk on its proper use. In many libraries group talks of this nature are sometimes given in visits to the schools or when school classes visit the library.

These, and similar methods, are illustrated by the following reports:

Brookline: Both the privileges and the responsibilities of membership are explained to each new borrower when his card is issued; also to classes visiting the library for instruction, and in school class rooms at the end of the school year when distributing vacation reading lists.

Cleveland: The cards of new borrowers in the children's room are held at the library for one month, that we may give special supervision to their use, and explain to the children how best to use the library. Instruction on use of the library and care of the books is given also to groups, and to individual borrowers when it is needed. We require cleanliness, and provide wash basins; in beautiful new books we use "Goop" bookmarks and "Be sure to wash your hands" labels. We buy every satisfactory book we can find (and some that are not very satisfactory) on civics for young people. Assistants, pages, and shelvers must set a good example by their manner of handling books. We try to give the children a sense of freedom and ownership, and at the same time insist on proper care of city property.

Dayton: Each new applicant is asked to read the rules printed on the book pockets, and also the following, which is printed on the charging slips: "This new book was bought for others as well as for me. Therefore, I promise to be

very careful with it and to see that others are careful with it too. I promise to have clean hands when I read it and to be responsible for the condition in which it is returned." We have rather rigid rules in regard to children with dirty hands. Such children are refused books until their hands are washed (outside of the building), and are refused new books until they can prove that they will handle them carefully and keep them clean. Book covers are saved, and are frequently used to show how any paper cover will protect the outside of the book.

Saginaw: During children's book week, and after, the children meet by classes in the library, to discuss the various privileges and opportunities afforded them. The responsibility of membership is stressed from the child's point of view, and the fact that the privilege is rendered negative by abuse. Splendid results have been obtained from these meetings; fines have been fewer, there has been more care in selecting books from the shelves, and more general helpfulness to one another.

San Antonio: Talks are given in the schools, and posters are displayed in the library. Recently we had what we called a "vice crusade" week, when we had many exhibits contrasting new books with old and badly treated books, and asked for suggestions for a slogan to paste on book pockets. The slogan adopted was: "Books are your friends—Treat them as friends."

In Stockton, Calif., a "drive" on "the care of books" was conducted in the fall of 1926, in co-operation with the schools. As a means of teaching the proper use of books, and at the same time to encourage reading, teachers were asked to require of each child an essay on the care of books. The best essays were selected, and special prominence was given them during children's book week. Through the co-operation of

the superintendent of schools each child was graded, on his monthly report card, for his essay.

Instruction in use of the library.—The subject of formal instruction in use of the library, given to groups of children assembled for the purpose, is presented in connection with the library's work with schools (pages 92-99), because most instruction of this nature is given through more or less direct co-operation with the schools. Instruction of a less formal nature is frequently given to individual children, whenever both the occasion and the opportunity for such instruction coincide in the course of the day's work, and sometimes also (as in Berkeley, Boston, and Cleveland, cited above) through brief explanation when children are registered for the first time. The extent to which most libraries endeavor to give such instruction can not be determined from the reports. Many of the smaller libraries make no reply to the question "What efforts do you make to instruct the children?" and many others, both large and small, answer in general terms such as "very generally," "whenever possible," "when opportunity offers," or even with a cryptic "yes." A few state that no efforts are made; many others, that there is not time for much work of this kind; others, that instruction is given only when requested or to children who seem to want it. Among the reports which seem to indicate that particular efforts are made, are the following:

"In helping children to find books we explain the arrangement of the catalog and how to locate the books on the shelves. The arrangement of reference books is shown in helping to find answers to reference questions" *(Bangor)*. "We try every day to have the children help themselves by using the catalog and the reference books, rather than telling them on what shelf a certain book belongs" *(Bridge-*

port). "When material on definite topics is required we try to explain to the child the value and use of the catalog. The use of encyclopedias, and the purpose and use of a table of contents and of an index, are also explained as occasions arise" *(Dayton).* "Instructing children in use of the catalog is a daily and hourly occurrence in any well conducted children's room. Every child who needs this instruction is given it at the time he asks for help, or if it is apparent that he needs help" *(Detroit).* "An assistant is freed from routine work, so that she can give help wherever it is needed" *(New York).* "Assistants in children's rooms are instructed to answer questions by showing children how to use the catalog and how to help themselves so far as possible; also to explain the use of dictionaries, encyclopedias, etc., so far as time will permit" *(Rochester).*

Story hours.—The story hour is a regular feature in the work with children in approximately 79 per cent. of the libraries of Class A (more than 100,000 volumes). Among the smaller libraries the percentage decreases, to 72 in Class B (50,000-100,000 volumes), 52 in Class C (20,000-50,000 volumes), and 12 in Class D (less than 20,000 volumes). In most of the larger libraries story hours are held at some, if not all, of the branches, as well as at the central children's room; the branch schedules, however, show greater variation than the central, depending on the facilities available, the size of the staff, and the character of the neighborhood. In several of the largest libraries stories are regularly told at branches, but not at central, usually because of lack of suitable space at the central building. Some libraries conduct the story hour only once a month, and others twice a month, while in several cities some of the branches have them twice a week. In most of the libraries reporting the schedules provide for one story hour a week

during the winter months or during the school year; during the summer vacation the story telling is usually discontinued, but in some cities is carried on at school stations or playgrounds.

Many libraries have only one hour, for children of all ages, though the stories are usually intended and announced as for children below a certain age: thus in Des Moines they are limited to the first four school grades; in Malden, Mass., they are especially for children of ten or under, although attendance is not restricted; in Stamford, Conn., only children under ten are invited, but others sometimes come, and are admitted. In East Orange, although the story hour is usually for children of all ages, it is occasionally limited to certain classes from the schools which are given a special invitation; in Bridgeport the stories are usually advertised by grades: grades one to three; four and five; six, seven, and eight. The nature of the stories told naturally serves somewhat to influence the attendance, but some libraries aim to attract as varied a group as possible by having a program of two or three or more stories, adapted to different ages. Many libraries have different hours for children of different ages, that the stories may be more easily adapted to the entire audience.

Most of the libraries in which the story hour is a regular feature report that there is a noticeable direct effect on the children's reading, particularly in the circulation of books from which the stories are told. Many state that the direct results are slight, or are not noticeable, but that the indirect results are considered beneficial. The following are some of the specific reports describing practice and experience in some detail.

Brooklyn: Most branches have one story hour a week from October through April; some have summer story hours

also. Stories are usually told only to one group in an afternoon, for the staffs are not large enough to do more. They are told by the children's librarians or, sometimes, by other members of the staff, but not by outsiders. Not much direct effect is noticed, but the story hour is valued for its indirect effect on the children's book taste, and on the relations between the story teller and the listeners.

Cleveland: Stories are told weekly at the branches, except in summer, when they are told in playgrounds and when the book wagon makes its rounds; at all agencies where children's work is done; and at the central library. In the smaller branches they are for the little children only. The larger branches conduct two story hours, one for children up to the fourth or fifth grade and one for older children. Stories are told only by members of the children's department staff; some are inexperienced, but all story telling is carried on under the direction of a trained worker. The results are decidedly noticeable.

Evansville: In two branches and at the school stations stories are told only on special occasions; two branches have one hour every week, and one branch has two hours. Stories are told mostly by members of the staff, but outside story tellers help on special occasions. The story hours produce a very decided tendency to read better books.

Hartford: Stories are told once a week in winter and twice a week in summer, for children of the fourth grade and below and for those of the fifth grade and above, sometimes including eighth grade pupils and high school freshmen.

New York: Story hours are held regularly in the central children's room and in all branches, in most cases once a week; in the sub-branches of the extension division they are held once a month and on special holidays. A picture book hour is conducted for younger children, and a story

hour for children between eight and twelve. Stories are told only by members of the children's department staff, all of whom have had practical experience in children's rooms and a course of lectures on children's literature. The beneficial effects of the story hours are noticeable.

Pittsburgh: The central children's room and all branches have story hours weekly from September through June, for children under eleven one day and for children between eleven and fourteen on another day. Stories are told only by members of the children's department who have had a course in story telling in the library school. There is always a demand for a story that is liked, and the story hours have much effect on the character of the children's reading.

St. Louis: Stories are told once a week, at the central library and branches, and also at playgrounds, schools, and the house of detention, for children of the fifth grade and below and for children of the sixth, seventh, and eighth grades, in separate groups. The story hours have a noticeable effect on the character of the reading done by the children.

San Diego: Stories are told about twelve times a year, usually at the central children's room, to celebrate the principal holidays. The direct effects are not noticeable in the reading of the children, but new borrowers are often attracted through publicity given the programs in the newspapers.

Toledo: We have a general story hour weekly at central and at all branches, from October to May, and two of the branches have an hour especially for children from the fifth to the eighth grade. Stories are told only by children's librarians who have had library school training or the library's special course for children's librarians. The direct effect on the amount and character of reading is not great.

Worcester: No regular story hours are held at the main building, because of lack of room, but story telling is done at schools, clubs, churches, etc., on request, and the branches have regular hours weekly, one for children of from seven to ten and one for those between ten and twelve. Stories are usually told by staff members of the children's department, though outside story tellers are welcomed. The stories often awaken interest in a book or in a cycle of stories. One branch has developed a very successful group of story tellers.

Other comments concerning the results of the story hour are as follows: "The stories told by volunteers from outside the library have little effect unless the program can be supervised by the library staff" *(Bridgeport)*; "when cycle stories are told, or a special subject is followed for several weeks, we notice an increase in the calls for these books" *(Council Bluffs)*; "the stories frequently give direction to the child's reading" *(Grand Rapids)*; "the direct results are noticeable in new branches, but otherwise the story telling seems to be most effective in creating opportunity for individual work with children" *(Long Beach)*; "the effect is noticeable with children from the third to the sixth grade" *(Saginaw)*; "we think that it helps, but that it should not be done at the expense of regular library work or by people who have not had the proper training" *(Washington)*. Very many mention an immediate increase in circulation, due to the increased attendance on story hour days and to the interest aroused in certain books. Some, however, although still continuing their story hours, seem somewhat doubtful of the results. Jacksonville, Fla., reports that commercialized story telling, bedtime stories, and the "movies," have greatly diminished the appeal of the library story hour. Portland, Ore., says that the results have not been noticeable in recent years, since

the children have so many other attractions. In Pasadena stories are now told only on special occasions, for when they were a regular feature the results did not seem to justify the time that was required.

Most of the libraries which do not have a story hour merely state that it has been abandoned, or that none is held, without giving reasons. The reason most frequently given is lack of space or lack of an adequate staff, or both, especially in the small libraries which have no separate room for children, and where a story hour would attract a larger number of children than could be handled without too much confusion. Some consider a story hour at the library a superfluity, because so many stories are told regularly in the schools and elsewhere. Aurora, Ill., for instance, reports: "We have had story hours in the past, but so much of this is now done by teachers that it has fallen into 'innocuous desuetude' in the library." In Fort Worth, the library conducted story hours both at the library and in the municipal parks until a department of recreation was established as a regular department of the city administration, and to avoid duplication the library now leaves the story telling to this department. Pomona, Calif., found that stories were told so freely in schools, churches, and department stores, that they did not attract children at the library. Similar reports are made by Kalamazoo, by Williamsport, Pa., where there is a large and active story tellers league, and by several of the smaller libraries.

A few reports indicate opposition to the story hour in theory, as well as on the ground of practical difficulties. One librarian says: "We strongly oppose the story hour, for we consider it impractical except at very great cost. With thousands of children, one favored set might have enough story hours to give them real benefit, or the whole number of

children might have one or two." In Madison, Wis., all story telling by the library is done in connection with visits to the schools, in order that all children may have the privilege, and not only the few who live near the library. In Pottsville, Pa., stories were discontinued at the library because of staff shortage, but are told three times yearly, to all grades below the high school, and also in parochial and private schools, by members of the children's department. This plan was adopted solely as a measure of economy, and it is not felt that the school story hour entirely fills the place of stories at the library, where the children can be carried through whole cycles of legends.

In Peoria, Ill., it is felt that the story hour is not especially valuable in a library, at least for the older children, as it does not link up closely enough with the books themselves. "Book hours" have accordingly been substituted for the story hour, and are considered more effective. Thus far these have been held only for the older children, and only during the summer months. Lists of books are prepared for the children, and published in the newspapers, beginning with stories of the cave men and coming down through "stories of brave old times" to the revolutionary, pioneer, and civil war stories. The lists include also humorous stories, stories of the sea, of Indians, pirates, animals, and school life, and "true stories about real people." In the book hour the children are given a bird's-eye view of the period under discussion, with something about the author of each book. They are then told a little of the story of each book, and one or two paragraphs from each are read to them.

At St. Paul, story hours are held weekly at the branches, but at the central library have been replaced by puppet shows. Twenty-five dollars was given three or four years ago by the members of a local college club, for the equipment of a pup-

pet stage. The stage itself was made by the library's chief engineer and one of the pages. The puppets were either made or borrowed. Performances are given on Saturday afternoons by staff members, assisted by high school boys and girls who are interested in this phase of dramatic art. Most of the plays given have been dramatizations of the old folk tales and ballads: *How to tell a real princess, Cinderella, The three billy goats,* etc. The most ambitious performance has been an adaptation of Shakespeare's *Taming of the shrew.* Story hours at the central library had never been very popular, but the puppet plays have usually had to be given at least twice, and frequently three or four times. Little puppet play groups have developed all over the city, both in the elementary schools and in the high schools. In one of the parochial schools a very excellent cast has been developed, and through their art and dramatic classes they have planned their equipment and stage settings, and made their own puppets. The reaction of the children at the library's performances has been very gratifying. "The illusion is so complete, their rapt attention so stimulating, that every performer feels in duty bound to do no less than his or her very best to make the performance satisfactory from the standpoint of both art and literature. Our watch words have been simplicity and excellence, and while we have frequently fallen far short of our ideal, in no case has the performance been commonplace or mediocre." One performance of *How to tell a real princess* and of *The three wishes* was warmly praised by a very distinguished actress who had been among the spectators, happily unrecognized by the performers as a real princess of the stage.

Children's clubs.—Many libraries have at times organized and conducted, with varying degrees of success, children's clubs of one sort or another, as a further means of

establishing contacts with the children and stimulating interest in books and in the library. Reading clubs of some sort have been more numerous than clubs which are somewhat less directly and exclusively associated with reading, but debating clubs, nature study clubs, travel clubs, and clubs for children interested in stamps or coins or other hobbies, have had a good representation. Several libraries report that club work has been given up because of the time it requires; Brookline also reports having found the work incompatible with library routine unless money is available to engage competent leaders or to free the children's librarian for such efforts.

The reports concerning club work are so diverse in nature that generalization concerning the experiences of different libraries seems impossible. The following are among the more specific reports.

Boston: In several branches debating clubs for boys of from twelve to fifteen are sometimes organized under supervision. Good results have been obtained in loyalty to the library and in discipline, and results have been slightly apparent in improved reading.

Brooklyn: Reading clubs are organized at some branches, some for boys and some for girls, usually for those of the seventh or eighth grade. We discourage elaborate organization, and concentrate always on programs to influence reading. The results have been noticeable, and the effect on reading is more direct than that which comes from the story hour.

Cleveland: Clubs are organized under the direction of a supervisor of clubs, who is a member of the staff of the children's department. Each club meets once a week, from October to June, with a volunteer leader. Clubs are formed at any time during the winter whenever interest develops.

The number of clubs during each year is between seventy and eighty. The purpose of the clubs is to promote the use of the library's books, and to develop a taste for reading in boys and girls who consider themselves too old to attend story hours. Our rule is to group boys and girls separately, and we seldom make an exception. The members range in age from eleven to twenty-one, and occasionally older; the majority are between twelve and sixteen. The clubs are chiefly interested in debating, reading, dramatics, nature, and travel. Definite results are seen in the use of specific books, and in an increased interest in the library which makes for good discipline. Debating and dramatic clubs are usually successful; reading clubs and nature clubs depend more on the leader. The work requires the full time of the supervisor, who is a social worker and an experienced high school teacher, interested in library work and now taking courses in children's literature. The Cleveland Girls' Council provides leaders from students in a group service course and from its field workers.

The success of club work, says the Cleveland report, has depended on the ability of the supervisor to meet the interests of the members with the right leaders, and on her ability to persuade the right kind of people to take clubs. "Judging from our experience, the characteristics of a good leader are resourcefulness, genuine interest, and regularity in attendance. A good leader has usually meant a good club. We have tried to have the children take the initiative in organizing, and in this way have brought together natural 'gangs' and groups. We have avoided large numbers and dissimilarity in age and interests. We have tried to inspire, but not to force."

Dayton: Several successful reading clubs have been organized at branches. At one branch a "booklovers' club," for

girls of from twelve to fourteen years, met regularly every week for about a year and a half, with an attendance ranging from eight to thirteen at each meeting. The purpose of the club, as stated on the membership card which each girl signed, was "to read and become acquainted with books and their authors." A pin was provided for each member, showing an open book with the club name inscribed on it. Officers were elected, and the president presided at each meeting, conducting the necessary business. For a time, a program was given, literary in character, devoted either to the life of some famous poet, with readings from his works, or to a certain type of book, such as fairy tales, legends, tales of travel, etc. The programs were planned by the girls themselves, with some assistance from the branch librarian. The last half hour was devoted to the reading of some worthwhile narrative poem, biography, or item of current interest, followed by several chapters from a story for girls, each girl reading in turn. For several months they sewed for a local hospital during the reading period. One meeting a month, conducted like an old-fashioned spelling bee, was devoted to literary questions and answers, relating to well known authors, titles, and characters. This was a never-failing source of interest. The girls undoubtedly read more books because of these meetings, and books which otherwise would probably have escaped their attention. It was demonstrated that, for success, the individual club members must have freedom for self expression, that they must be kept busy, and that they would retain their interest if their love of competition and suspense was played upon.

A new club, recently organized in Dayton, has for its purpose to stimulate better reading. Biographies of famous women are being read. Results thus far show that the girls are reading with better intelligence and more discrimination.

At another branch a club for boys of from ten to thirteen years selected as their name "Knights of the Square Table." Not content with the election of officers and the adoption of a constitution, the boys formulated an "oath" with which each new member was sworn in, as follows: "On my honor, I will not desert my comrades of the Square Table or give the password away, nor use any profane language nor use tobacco in any form. I will be fair and square with my companions and do my best to make the club a very good success." The purpose of the club is the reading of good books of adventure that teach something of the history of our country and of other countries. "To the boys, the club stands for reading and recreation; to the library, it means an interested group of patrons."

Detroit: Some of the larger branches have clubs, composed of boys or of girls from ten to sixteen years old, organized for purposes of study, to lead to better reading, and to help children work with other children with whom they are not usually associated. The interests of different clubs have been stamp collecting, debating, science, gardens, writing stories and poetry, travel, civics, and reading along various lines. The clubs have resulted in friendly relationship with the children's librarian and increased interest in books. The kind of club found most successful varies in different communities. Success depends on the leader, on stability of membership, and on the subjects chosen for study. The least successful clubs are those which are too inclusive in the ages represented.

Evansville: We have had two organized reading clubs, one of boys and one of both boys and girls, and one boys' stamp club the purpose of which is to interest the boys in different countries. The reading clubs have been very successful.

Minneapolis: Several branches have active book clubs, and there have been clubs interested in nature study, travel, stamp collecting, and other subjects. The clubs have resulted in improved discipline and increased interest in the subjects studied.

New York: Clubs are organized, under the direction of an assistant, with a simple constitution, which was framed by the supervisor of clubs and story telling in consultation with club leaders. The purpose of each club, as stated in the constitution, is "to increase the acquaintance of its members with good literature and to develop a love of literature among them." Clubs are formed by separate groups of boys and of girls from twelve to sixteen years old. Their interest is held by the books and by the members' loyalty to the organization. Results have been to broaden the reading interests of the members, and to create in them a feeling for the library as a civic institution. The most successful clubs have been those that have been founded and sustained on an interest in books.

Pittsburgh: Reading clubs are sometimes organized, to interest boys and girls in good literature. They have much influence on reading, and are excellent as a means of controlling groups of unruly boys and girls. The most successful clubs are those which have an informal organization, under the leadership of the children's librarian; the least successful are those which are fully organized, with leaders from outside.

Among many other large libraries which report successful experience with club work are Chicago (reading clubs, bird and nature study clubs, and "monitor" clubs to encourage interest in reading and to promote discipline); Portland, Ore. ("if definite reading is planned excellent results can be obtained and a fine spirit of loyalty to the library can be developed"); St. Louis ("the clubs which have been organized

have been fairly successful, but the work has not been developed to any great extent"); Toledo ("one reading club for boys and three for girls, in which the children read along any lines in which they happen to be interested, have helped in discipline, in arousing interest, and in establishing a friendly contact"); and Worcester ("story clubs, and clubs for older girls with some common interest, have been organized at branches, and have given successful plays, doll and bird house exhibits, etc.").

Among the smaller libraries, Bangor reports two clubs, called "library councils," the purpose of which is to interest children in their department of the library, to help in discipline, and to bring children to the library to become borrowers. One council is for children of the fourth and fifth grades, and one for children of the sixth, seventh, and eighth grades. The programs are varied, but the rule is that they must be in some way connected with books. East Cleveland, Ohio, reports great improvement in discipline and a widening of interests in reading, as results of a reading club of both boys and girls, and also has a successful Shakespeare club of children from eleven to thirteen years of age. Mount Vernon, N. Y., has a "library council," organized to instruct both boys and girls in parliamentary law and self-government, and a stamp club, organized with the purpose of interesting children in the history and geography of various countries. Stockton, Calif., reports a reading club, for boys and girls of from eight to thirteen, which has brought about more interest in books and a better response to guidance of reading. "This is steadily gaining new members, who are staunch supporters of the work of the young people's department, and often aid in special programs for the weekly story hour." Watertown, Mass., reports a similar club, for girls of from

eleven to fifteen, which has resulted in improved discipline and more intimate relations with the children.

At East Orange a group of both boys and girls from a public school met at one of the branches as a reading club, at which a prize offered for the best book review submitted in writing was won by a girl of foreign birth. At the main library some sort of special work was considered desirable with the children of a neighboring colored community, who were heedless and quite lacking in concentration and sense of responsibility. A story-telling group was accordingly organized, in an effort to direct the energies of the older boys from a restless, aimless disturbance of the children's room to a real, concentrated interest in reading and in the library. The boys showed a very real interest, and the club served to lessen the difficulties of control; although it has been necessary to discontinue this work for the present, the results are still being felt. The stories told at the club meetings were stories of heroism, character building, etc.

Extensive club work among Negro children is an important feature of the work at the colored branch of the Lawson McGhee Library, in Knoxville. This work is described as follows by the branch librarian:

"The Free Colored Library, with the co-operation of volunteer leadership, has been instrumental in organizing six library clubs which meet regularly at the library. There are also seven clubs, independent of the library organizations, which hold their meetings regularly at the library. We have an average of forty meetings a month in our building.

"The purpose of the clubs is to stimulate more interest in wholesome reading and a better understanding of how to use the library in the selection of books and material on different subjects.

"We have a story hour class composed of children twelve years of age and under, who meet every Saturday morning at the library under the leadership of two volunteer story-tellers, a teacher and a library assistant. The attendance averages about forty-five a week.

"The Dunbar Literary Society consists of high school students, who meet once a week. The program consists of music, papers, book reviews, and debates. Instruction is given to the club on the arrangement of books on the shelves and on how to use the card catalog.

"The Thought Builders' Club is composed of the second year English class from the high school. The program consists of music and reports on different authors and their works. The club meets once a week.

"The Carver Scientific Club is composed of students in the science department of the high school. The program includes reports on current scientific magazines, and papers on some scientific subject. The club meets once a week.

"The Vacation Reading Club is a course open to high school students and adults during the vacation period each summer. Each member is required to read eight books (four fiction and four non-fiction) and write a brief synopsis of each book read in a vacation reading club note book, which is given each member. At the end of the course a diploma is given to each member who has completed the course satisfactorily. This diploma is signed by the superintendent of schools, the principal of the high school, and the branch librarian. This course has proved very interesting and has stimulated more worthwhile reading by the high school students during the summer months than any thing attempted heretofore.

"The Young Men's Civic and Welfare Club is composed of young business and professional men, who meet twice a

month at the library. The purpose of this organization is to create a greater interest in the civic, economic, and social problems of the Negro in Knoxville in order that a sane, intelligent, and constructive solution of these problems may be reached. The club also is making a special study of Negro history.

"Through these clubs we have been able to increase our circulation of books and to increase the use of the library as a community center."

Contests, prizes, etc.—Rolls of honor, certificates or "diplomas," or honorary awards of other kinds, are used by a great many libraries as a means of stimulating interest in reading. Such awards are most frequently offered in the summer, to encourage "vacation reading," and "vacation reading clubs" are often formed, usually with no organization and with no meetings, membership in which is open to all children who wish to enter or to all children in certain grades. In many libraries competitive contests are held, most commonly in connection with children's book week but also in connection with vacation reading, and prizes are given to the winners.

Disapproval of all contests, whether with or without prizes or rewards, is expressed by several libraries, including Des Moines ("we believe in stimulating love of books as a prized possession"); Gary; Grand Rapids ("we try to instil the idea that reading is very much worth while for its own sake and the joy one can get out of it, without resorting to false or adventitious motives"); New Haven ("we came to the conclusion that the stimulation of reading by honor rolls and other rewards is not advisable, and that it is better to rely upon well selected books on well filled shelves, and as much personal contact as possible with the children, at the shelves, believing that the pleasure gained from reading the

books should be sufficient reward"); and New York ("we disapprove of all prizes, contests, etc., as a means of inducing children to read"). Rochester likewise reports: "Children have sometimes been given certificates for reading ten books during the summer from graded lists of twenty-five titles chosen for children from the third grade to the eighth. The influence on reading was entirely quantitative. As long as stars, certificates, and other rewards were offered, children continued to draw books and return them as rapidly as possible. We feel that so far as improving the type of reading is concerned, or cultivating in children a love of reading, a club which offers rewards for reading is a failure."

In several libraries a roll of honor is the only inducement offered. Boston reports that little use is made of such methods, but that one branch has had an honor roll for summer reading. In Chicago prizes, in general, are discouraged, but honor lists are posted at some of the branches, indicating the number of books read by the children whose names are given. Pittsburgh likewise reports: "We do not approve of prizes or rewards, but do post in the summer time a roll of honor, on which are given the names of children who have read certain books from an approved list during the vacation period." A roll of honor is sometimes posted also in Portland, Ore., including the names of children who have completed a program of reading or study. Toledo reports: "We have had successful contests on birds, flowers, famous people and buildings, characters in books, etc., and have had reading contests in several of the branches, but the only reward has been inclusion of the name on the honor roll."

Among the numerous reports concerning "vacation reading clubs" and other forms of non-competitive "contest," in which certificates are awarded to all who complete the prescribed reading, are the following:

Bangor: We came to the conclusion that contests in which prizes are offered are not desirable. We have summer reading clubs, however, the nature of which varies a little each year, which may be joined by children from the fourth to the eighth grade. In 1925 the club was a general reading club, with books in twelve classes such as stories of America, poetry, outdoor books, Indians, four-footed friends, stories of real people, etc. Each class was represented by a color, and each child who joined the club and read from the lists was given a colored pin to represent each book read. The names of the children were posted on large bulletin boards, and pins were added as the books were read and returned. No prizes were offered, but the children belonging to the club were invited to a party which was given in the library at the end of the vacation. In 1926 a travel club was organized. Each child had a map, on which he traced his journey. The trips offered were: A trip around the world, A summer in Europe, and Seeing America. A party was given at the end of the season, and the children came in costumes representing a section of some country they had visited in their reading. No prizes were offered, and even the pins were not the property of the children.

Cleveland: An honor roll for voluntary summer reading is made in branches during the school vacation. Children who read and report on at least one worthwhile book each week receive a reading certificate in the fall. The color of the certificate varies according to the number of years the child has had his name on the honor roll.

Dayton: A vacation reading contest, called Adventures in Bookland, was held in the summer of 1924 for boys and girls from the fourth grade through the eighth. Books read were to be chosen from the Adventures in Bookland list, prepared by the library, which was divided into five groups of thirty

titles each: Animal tales; Boys and girls of many lands; Stories, fanciful and true; Adventures on land and sea; and Out-of-door life. Each child chose four books from each of these groups. The name of each contestant was placed on a bulletin board, and a silver star was placed after his name for each book read and reported on. When he had read ten books a gold star was placed after his name, and two gold stars, signifying twenty books read and reported on, made him a winner. The contest was entered by 541 children; 5,477 reports were made on books read; and 153 children (91 girls and 62 boys) were proclaimed "winners," and were formally presented with certificates at public exercises held in the children's room. Thirty other children received honorable mention for reading ten books.

East Orange: We usually have a vacation reading club to encourage reading during the summer. Copies of Gaylord's "Books I Have Read" are distributed in June and collected in the fall. Certificates are issued to boys and girls who read ten books during the summer, either from lists distributed by the library or other books approved by the library. A recent variation in the club's program was "a trip around the world in books."

Long Beach: Vacation reading lists, with certificates for reading done, were used one summer. Since that time reading lists have been used but no certificates are given. Interest in the lists has apparently been as great as when certificates were offered, if not greater. Lists are distributed through the schools at the end of each school year.

A library and school co-operative plan, for encouraging leisure-time reading in the second and third grades, has been in force in Long Beach for the past two years. The details of this plan are reported as follows:

"A certificate is awarded by the public library, at school

assemblies of second and third grade pupils held at the close of each semester, to each pupil who has read five or more books on the list recommended for his grade. The lists from which the books may be selected were compiled jointly by the schools and the library—the grading being done by the teachers—and are subject to frequent revision, so that any titles which are found by experience to be unsuitable for the grade specified may be regraded or eliminated. After a certificate has been awarded, seals are affixed in succeeding semesters to indicate a similar amount of reading done. The vacation reading lists for second and third grades, distributed by the library, contain the same titles as are recommended for reading by these grades during the school year.

"This plan is used in the second and third grades rather than later, for the following reasons: From the teaching standpoint, it aids in mastering the mechanics of reading at the beginning of school years; from the library's standpoint, it forms the habit of using the library early. Awarding certificates for pleasure reading in the upper grades seems less desirable."

Pomona, Calif.: Vacation reading contests are held, with lists of recommended books, membership tickets, some kind of test of each child's knowledge of the books he has read, and diplomas on completion of the prescribed reading. The contests have been very successful, and are approved by the parents as well as by the children.

Poughkeepsie: Certificates are given each fall to children who complete the course of reading prescribed for a vacation reading club. For two summers the club read outdoor and nature books. Another summer they "traveled abroad." The children chose five countries from ten which were suggested, and each child read three books about each country, chosen from lists which included biography, history, travel,

folk lore, and fiction. The children sent "travel letters" to the library, describing the books read, and a map was placed on the bulletin board, on which pins marked the progress of each child as he read of the different countries.

Several of the county free libraries in California, and many of the city libraries, offer certificates, or diplomas, in co-operation with the public schools. In San Benito County, for instance, the county superintendent of schools issues a "library diploma," on the recommendation of the teacher or the school principal, to any pupil who complies with the requirements, chief among which are the following: to read eight good books during the year, four to be from the graded home reading lists compiled by the county librarian and four from among the other books sent out by the county library; to give a book review, either oral or written, to the teacher, of four of the books read; to use the books carefully and keep them clean; and to maintain a good record in deportment. In Tulare County a poster is displayed in each class room, from the third grade to the eighth, of every school which participates in the county library system. The names of the children are typed on paper and mounted on this "Library Roll." A blue star is given for each book read from a list of twenty compiled for each grade, and a gold star is given for the tenth book. Any child who wins a gold star may have another star to paste on his copy of the booklist. It is left to the teacher to ascertain that the books have been read. In many schools the reports are carefully written and decorated, and the library's reading lists are thus correlated with the language and art work of the schools. A summary of last year's reading indicated one "gold star" reader to every ten children, and fifty-nine received two gold stars.

The Massachusetts Board of Free Public Library Commissioners offers a certificate to any child who reads and re-

ports on five books, chosen from the books listed for his own grade or for the grade next below or above, on a graded list issued by the Division of Public Libraries. For twenty books read, at least five of which must be non-fiction, an honor certificate is offered. This may be awarded in place of the fourth five-book certificate, or, for the older boys and girls who may not care for the small certificates, it may be given instead of four five-book certificates. After a child has read the books, he fills out a review sheet supplied by the Division of Public Libraries, or must in some other way satisfy the librarian that he is entitled to the certificate. This review sheet asks for the titles of the books read, their authors, the names of the important characters in each book, and "what did you like best in each book?" The reviews may be written in the schools if the teachers are willing to share the responsibility; instead of using the official review sheets, many teachers have the children write brief reviews of the books, and these are accepted for credit in their English work. All certificates are signed by the librarian.

These certificates, which are issued primarily for the towns rather than for the large cities, are being used in about two-fifths of the towns of the state and in several of the city libraries; many others are using the reading lists, and report that the children are doing good reading from them although they are not trying for certificates. The state normal schools, also, are using the lists, in order that their students, when they go out as teachers, may have a good working knowledge of the best children's books. In the year 1925-26, among the city libraries which are using the certificates, Brockton issued 2,345 five-book certificates and 209 honor certificates. In Milford, a manufacturing town of about 13,000 inhabitants, 577 five-book certificates and 138 honor certificates were awarded; in Enfield, with 790 inhabitants, 91 five-book

certificates and 11 honor certificates were awarded. The Division of Public Libraries issued during the year, to 130 libraries, more than 15,000 five-year certificates and nearly 5,000 honor certificates.

In Connecticut, "certificates of accomplishment" in reading are issued by the Connecticut Public Library Committee, signed by the teacher, the school supervisor, and the library visitor and inspector of the Committee.

The following reports are illustrative of contests of a more truly competitive nature, in which prizes or honorary distinctions of some sort are awarded to the winners. These contests, as the reports show, are not limited to reading contests, but include competitions in the writing of essays and book reviews, in poster making, and in many other activities more or less directly connected with use of the library: guessing contests of various kinds, identification of wild flowers, building bird houses, furnishing doll houses, etc.

Akron: We have a summer reading club during the vacation, for which children from the fourth grade through the eighth are eligible. Each child who enters the contest is expected to read and report on at least ten books. In September "graduating exercises" are held, to which the parents and teachers are invited. Diplomas are awarded, and a prize is given to the school which has the largest number of "graduates."

Decatur: A summer reading contest is begun at the close of the school year. A gold star is given each child for every book he reads, and a button for ten books, and printed certificates, signed by the president of the library board and by the librarian, are given to the highest three.

Evansville: Books have been offered by two branches, in connection with children's book week, as prizes for the best essays written by children on the books they liked best.

Houston: A guessing contest was held during children's book week, in which pictures cut from the jackets of well illustrated children's books were mounted, and the children were invited to guess the titles and authors of the books. The best guessers received book prizes given by a local book store.

Indianapolis: Summer reading contests have been held, called Adventures in Bookland, Further Adventures in Bookland, Journeys through Bookland, and Paths to Pleasure reading courses; also contests for essays on "My favorite book," "What the library means to me," etc. The best essays have been published in local newspapers, and sometimes books have been given as prizes.

Los Angeles: We have had jingle contests, book reviewing contests, popular title contests, book friends contests, and various others. Such contests are more popular if held in co-operation with the Boy Scouts or some other organization.

Madera County, Calif.: In a children's book week contest for camp fire girls, a prize has been given to the girl who earned a book and wrote the best essay telling how and why she selected the book which she chose. Reading certificates are offered to school children who read ten books from the library during the school year.

Minneapolis: We have a summer reading contest, and guessing contests connected with nature study, history, and geography. Some of the branches keep contests running on something all the winter.

St. Louis: Book reviews are sometimes written by the children, and the best reviews are posted on the bulletin board. Plays have been written by children, with books or the library as the theme, and the best plays have been produced by children in the library building.

St. Paul: Contests have been held, of many kinds, in con-

nection with birds, flowers, trees, music, art, book plates, story book puzzles, puppet plays, and dramatization of folk tales.

San Diego: During an attempt to carry an election for the issue of bonds for a branch library a prize of twenty dollars was offered for the best essay by a junior high school pupil on "Why San Diego should have branch libraries," and a prize of ten dollars for the best dissertation of five hundred words, by a grade school pupil, on "My favorite book." There were more than two hundred contestants.

Seattle: We have had essay contests and hidden title contests in connection with children's book week, with book prizes given by local book stores. We also have a "vacation reading club," and give certificates to all children who read eight books from a graded list and make satisfactory oral reports on them. This has tended to improve the standard of reading, but book prizes have had no noticeable effect on the children's use of the library.

Syracuse: Wild flower contests have been held, continuing from early spring to August, in which the children bring wild flowers to the library and identify them, and a book on wild flowers was given as a prize. Books have been given as prizes, also, in vacation reading contests.

Wilmington, Del.: An essay contest was held one year during children's book week, open to children from the fourth grade through the eighth, for the best essays on "The book I like best, and why I like it." A book was given by the library as a prize for the best essay from each grade. The children were much interested in the competition, but some doubt is expressed as to the benefit derived from contests.

In another library, which prefers not to be quoted, reading contests were formerly held, for children of the third, fourth

and fifth grades, and for the sixth, seventh, and eighth grades; gold stars were given for each book read, the names of leaders in the contest were posted each week, and at the close of the contest the names of the children who had read the largest number of books, thereby winning the contest, were published in the newspapers. This practice was discontinued, and "is not likely to be resumed."

Other methods of influencing reading.—In addition to story hours, clubs, vacation reading lists, certificates and diplomas, and competitive prize awards, many other methods are reported as means of both increasing the number of juvenile borrowers and influencing the quantity and the quality of their reading. "Personal influence," through contact with the individual children at the loan desk or at the shelves, and "high standards in book selection," are naturally reported by many as the first and best methods of influencing quality. Among the most frequently mentioned of other methods are the distribution and posting of book lists; special exhibits of attractive editions of good books; talks to school classes; and talks to parents, teachers, and clubs. The following reports are typical of many in which these and similar methods are described.

"Fine editions of certain classics are made available to children who would probably never read these books in unattractive form" *(Berkeley)*. "Old, unattractive editions of standards are replaced by editions with good print and illustrations. Children are sometimes told some incident from a book, to arouse their interest, and such books are left on tables, where they will speak for themselves" *(Brookline)*. "Graded lists, annotated lists, and displays of special books; special 'treasure seekers' book marks" *(Chicago)*. "The most successful methods, in addition to personal contacts, story telling, and reading clubs, are annotated lists, special

collections in open racks, and poster bulletins" *(Cleveland)*. "New and attractive editions of standard and classic books are made available. Mounted pictures, taken from the best illustrated editions of standard books, are displayed in a frieze. Printed book lists, and book racks with attractive bulletins, calling attention to well selected collections of books, have the most apparent effect" *(Dayton)*. "For more than twenty years an annual conference has been held with parents and teachers, on children's reading. This gives us the reaction of the school and of the home on our work" *(Grand Rapids)*. "Appreciation hours" are held at the library, to which some classes from the schools come weekly. These, together with library clubs in the schools, supplement the work of the schools, not in the teaching of reading but in helping the children to become sensible of the power of the book. The children attend gladly, and the results are so remarkable that the library visits, once started, are never abandoned" *(Los Angeles)*. "The most effective method has been to make the children's rooms and the book collections as attractive as possible, and to give the children every opportunity to enjoy them" *(New York)*. "Standards of book selection are kept as high as possible. A large amount of floor work is done, which provides opportunity for personal direction. The best available lists are distributed. Occasional book talks are given to clubs when opportunity arises. Nothing equals in results the personal work with the individual child" *(Rochester)*.

Nearly 15 per cent. of all the libraries reporting state that they occasionally insert in children's books descriptive notes, clipped or copied from publishers' notes on the book jackets, from reviews, the *Book Review Digest,* or other sources. A somewhat smaller number report that they occasionally insert typewritten notes or lists, referring to other books of

like nature or on the same subject. Very few, however, indicate that either of these methods is used very systematically or to any great extent. The following are among the few specific reports concerning both the descriptive annotations and the references to other books.

Dayton: For the last twelve years we have systematically inserted printed annotations and book jacket notes in every new book, adult or juvenile, added to central or to any of the branches. These notes are inserted by the acquisition department before the books are released for cataloging. Twenty copies of *The Booklist* are subscribed for, for this purpose alone. For the children's room, in addition, we have a file of annotations mounted on cards, clipped from the best special lists and catalogs compiled by children's librarians. Varying opinions concerning each book are thus brought together, and the file is of great assistance to teachers and parents, to new assistants, and in deciding on replacements.

Grand Rapids: Descriptive notes are used whenever good annotations are available. They make for a more intelligent use of books, and the results are very satisfactory.

Los Angeles: Very brief annotations are pasted in books, taken from jackets, reviews, and similar sources, or from notes written by children in contests or through co-operation with the schools. References to other books, also, are sometimes inserted. The results from these are not noticeable, but the descriptive notes promote circulation.

New Bedford: Both descriptive notes and references to other books are occasionally inserted. The references are frequently followed up by the children, but the descriptive notes are little valued.

Portland, Ore.: At one time we placed notes in certain books of fiction, especially books with historical interest, to

introduce correlated books of non-fiction. We thought it a good plan.

Rochester: Several years ago we used labels at the end of some books, suggesting two or three titles to read afterward, but from stress of work the experiment was dropped before we had observed any particular results.

Among others which mention the occasional use of annotations in one or both of these ways are Cleveland (at one branch), Detroit (at some agencies), Minneapolis, Pomona, Poughkeepsie, and San Diego. At Indianapolis annotations are typed on every author card in the children's room catalog.

The children's scrap book, like the annotation of books, is a feature which apparently is used to some extent in many libraries (approximately half of the libraries of more than 20,000 volumes and many of the smaller), but to a very considerable extent in few. Many report that books are occasionally made, principally as picture books for the little children, mainly with pictures taken from discarded magazines or books. The occasional making of scrap books for older children, composed of pictures relating to various subjects, is reported by several, but the scrap book of this nature has apparently been replaced, very largely, by the more modern vertical files of the picture collection. Among the reports which indicate that the scrap book is a feature of some importance in their work with children, are the following.

Boston: Picture books that can not be rebound are cut up and made into scrap books, for young children, whenever possible.

Brookline: Scrap books are made from many of the worn-out and worthwhile picture books, if the pictures are still in good condition. They are made mostly for the young children, but older children also use them.

Cedar Rapids: Pictures from attractive books are mounted

in scrap books. The younger children like them, and we could use more if we had time to make them.

Cleveland: Illustrations from worn-out picture books are preserved in scrap books for young children. They are made chiefly during the summer months. A few scrap books have been made to preserve newspaper clippings and magazine articles for reference use, but most of this material is ephemeral and is cared for in a pamphlet box file.

Detroit: Approximately five hundred scrap books are made every year. They include many subject scrap books, but a majority are picture books for the younger children.

Minneapolis: Scrap books are made by the children's librarians from books which are too worn for further binding, especially picture books and well illustrated books. For the hospital service, many scrap books are made by church groups, girl scouts, and other organizations, the library supplying the blank scrap books.

New York: Scrap books are made only on the initiative of individual assistants. Some very interesting books have been made on various subjects.

Pittsburgh: All usable pictures from discarded books are saved and made into scrap books. These take the place of linen picture books.

Among others which report that scrap books are frequently made are Indianapolis, St. Louis, and St. Paul. In Kenosha, Wis., they are made for the library by the schools, the library supplying the pictures and the books. Springfield, Ill., also has some that were made in the schools, and some for use in hospitals, made by girl scouts. In Mount Vernon, N. Y., they are made by the library committee of the local woman's club and by the children of the "library council," a club conducted by the library to instruct both boys and girls in parliamentary law and self-government.

Bulletins and exhibits.—Apart from the exhibits which are arranged during children's book week or the Christmas shopping season, the reports indicate that in few children's rooms are special exhibits of books assembled very frequently, or on any large scale. Most of the large libraries, however, and many of the smaller, report that bulletin board or display fixtures are used to at least some extent for displaying pictures, posters, lists, and other material. The most frequent purpose of these bulletins is to call attention to books on subjects of general or seasonal interest, to material on holidays, anniversaries, or current events, and to notices of story hours or other announcements. Very often these bulletins are accompanied by a small exhibit of books which have been more or less systematically gathered together, relating to the subject illustrated by the bulletin. The following reports describe the nature and the purpose of such exhibits and bulletins, and of the somewhat more extensive exhibits which are occasionally held in several libraries.

Akron: We use bulletins to a considerable extent to announce special days and to suggest books and stories suitable for the occasion; to keep up interest in the summer reading club and other clubs; and to call attention to any items of interest. Book reviews written by children are sometimes posted. We have a collection of books on exhibition every year from the beginning of children's book week to Christmas, and on a display table we always have books of special interest, frequently changed.

Berkeley: We use "made" bulletins very little, but frequently place on the bulletin board pictures selected from the picture collection, accompanied by typed reading lists, to illustrate special subjects. Small exhibits are assembled whenever a teacher notifies us that a special topic is to be studied in her class. The results of such displays are un-

usually gratifying to us, and our efforts are appreciated by the public.

Brookline: We have six or eight bulletins continuously posted in the children's room, and change them fairly often. They are used to call attention to books which might otherwise be overlooked, and to books appropriate to special seasons, holidays, birthdays, or occurrences of general interest; also to make the room more attractive to the children. Several exhibits are usually held every year.

Buffalo: Bulletins are used constantly, both at the main library and at the branches. A series of illustrations from some book is often used, and often a number of pictures on one subject (for example, pioneer days, or "voyages of glorious memory"), or about one country. Pictures suited to the season (birds, winter sports, etc.) are used at appropriate times. Books about the subjects shown in the pictures are conspicuously displayed, and are used to a considerable extent. The bulletins call constant attention to the variety of material which can be found in books, and give an air of "liveness" to the room.

Dayton: Bulletins and posters, changed monthly or oftener, are used to call attention to special collections of books. The bulletins are simple in construction, consisting usually of an attractive picture or design on a pleasing mount, with an appropriate caption. This is a method of calling attention to books of special classes, and also adds to the attractiveness of the room.

Decatur: Many bulletins and posters are prepared, generally accompanied by a small exhibit of books, relating to anniversaries, holidays, or other timely subjects. For the bulletins, mounted pictures are used, or water color sketches made by the staff, with a verse, legend, or list of books. A particularly successful poster has been a map of children's

stories, "Where we Travel in Bookland," patterned after Mr. Paine's "Map of Good Stories." It is a large outline map of the world, with titles of books or small pictures descriptive of the books, printed or drawn on the map in the countries where the stories are laid.

Lakewood, Ohio: Each branch has some bulletin space, and at the main library the children's room has four bulletin spaces and often uses the bulletin board in the front vestibule. Bulletins are used for notices of story hours, for exhibits of new book covers, and to advertise books of different types, and also, occasionally, merely for decorative purposes. There are always one or two special collections of books on exhibition. New titles, books of seasonal interest, books relating to the material from the city museum on exhibition at the time, and books on topics which are being stressed in school work, are used as the basis for these exhibits.

Los Angeles: "Year-round" bookselling posters are used, and effective posters are made from book jackets with little work. Posters are also made by talented members of the staff. The library supplies bulletin boards in the schools, as well as in its own children's rooms, with bulletins and lists of material relating to holidays, special weeks, current events, all subjects of interest, and books. All exhibits are changed twice a month. These sometimes consist entirely of books, and sometimes of books in connection with school exhibits of handwork, curios, etc. The results vary. Exhibits must tell a story, and objects distantly related to human interest do not appeal. A traveling exhibit of children's work is sent to the library for a year by the industrial arts department of the public schools. This is rotated among the branches which have suitable display cases and is usually, though not always, correlated with books. Seasonal and oc-

casional displays may also be secured from this department. Posters made by school classes are frequently displayed in the nearest library.

Malden, Mass.: Book jackets are posted, to introduce new books; posters are made from illustrations of worn-out books, to revive interest in old standards; certain magazine illustrations and covers are used for American historical periods. Sometimes lists are available, in connection with the bulletins, and books of related interest are often displayed on a shelf above the bulletin.

Pittsburgh: Picture bulletins are used constantly in all children's rooms, often accompanied by book lists, to call attention to certain groups or classes. The exhibit of books and pictures arranged for children's book week is continued until Christmas, in a room set apart for this purpose, and other exhibits, literary or educational in character, are held from time to time.

Syracuse: A large wall bulletin and a smaller standard bulletin are used for the display of something of interest every week: historical bulletins, book covers of new books, fairy tale posters, etc. Two picture-book tables with glass tops provide excellent opportunity for the display of posters for the younger children. A case known as "Everybody's Exhibit Case" is filled each week with some collection or hobby of a boy or girl; among the collections shown have been stamps, Indian relics, marbles, boat models, airplane models, Confederate money, autographs, a bird house, and a painted salad set.

Washington: We have bulletins and small collections always on display in the children's room, usually five or six at once. They are used to make the room attractive, to draw the children to desirable books, and to point to collections on school subjects. The results are good; in fact we could

hardly carry on our work without these bulletins and exhibits.

Children's book week and Christmas exhibits.—In most libraries the *pièce de résistance* of exhibits is held during children's book week, which is observed to at least some extent by practically all of the libraries of more than 20,000 volumes, and on a small scale by nearly half of the smaller libraries. In many libraries special exhibits are held also during the Christmas shopping season, sometimes as a substitute for children's book week but more often as a continuation or supplement of that event. The size and scope of the exhibits are determined largely, of course, by the books that are available, the space available for exhibition purposes, and the amount of time that can be given to preparation and supervision.

In most of the libraries which report participation in children's book week, the main purposes are to encourage private ownership of books for children and to improve the quality of books purchased for them. One library says: "We do not care to foster the commercial idea of 'more books,' that seems quite prevalent in some quarters, but stress the idea of 'better books' and encourage their private ownership." Of almost equal importance, most of the reports indicate, is the purpose of interesting the public, and particularly the parents and teachers, in the library's work with children. To increase the number of juvenile borrowers and the circulation of children's books is reported by some as a secondary purpose, and by many as an incidental result.

Most of the reports indicate satisfaction with the results obtained from children's book week and from the Christmas exhibits. Some, indeed, are apparently dubious concerning the direct and tangible results, and some consider the efforts worth while for their effect on a few, if not on large

numbers of people. "The people who come to the exhibit say that they like it and profit by it, but their number is comparatively small"; "the result is slow in showing, but more parents come for advice in book selection"; "it arouses interest, of course, but as children's book week is a commercial scheme of the publishers to aid the booksellers the library's part can be only incidental and co-operative." A few are inclined to be pessimistic. One small library, for instance, reports: "We have had exhibitions of good books for children, telephoned mothers about it, sent announcements to the local paper, and printed lists to distribute to parents. No special results came from it. The parents seem to take shockingly little interest." Another library says: "We collect fine displays, give programs and concerts, advertise, invite the co-operation of parent-teacher associations, churches, and schools, and nobody comes who was not coming anyway. We do get some results, however, perhaps several months later, and the general publicity is good." Others, too, find the chief results in general publicity or in increased registration and circulation. A majority, however, speak with various degrees of confidence, of improvement in the quality of books stocked by the local book stores and requested by buyers, and of more reliance on the library for advice in book selection. Among the more enthusiastic replies are many such as the following: "Increased interest in children's books, on the part of adults, is apparent in the questions asked in the book stores and at the library, and in consultations with the library before buying" *(Detroit)*; "results are seen in the better output of juvenile books, on the part of both writers and publishers, and in the improvement of the quality of books bought for children" *(Indianapolis)*; "many parents, and other adults, come with note books and pencils, sit down at the table, and make notes of the books which

most appeal to them, and many continue to come to the children's department for advice concerning the purchase of books" *(Wilmington,* Del.).

In many libraries the exhibits of children's book week are only the central feature of a week of intensive publicity, conducted in co-operation with book stores, schools, clubs, and civic organizations, and utilizing many different forms of advertising. Among these the most generally employed are "stories" in the newspapers; talks to school classes and to clubs and organizations of all kinds; and wide distribution of lists of recommended books. In addition to these standard methods many libraries resort to other means of publicity, of almost innumerable kinds: street car advertising, slides at motion picture shows, radio talks, contests and prizes of divers kinds, etc. Much difference of opinion is shown in regard to the methods which are most successful in producing the desired results. Practically all of the many methods which are widely used are reported by some libraries as among their most successful efforts, and by others as among their least successful. This applies not only to radio talks, motion picture slides, and other methods of comparatively recent development, but also to the older and more fundamental methods. The library's participation in children's book week naturally, if not necessarily, involves co-operation with the book stores if the full purpose of the week is to be carried out, but not a few report that it is difficult to obtain effective co-operation. Although the exhibition of desirable books is usually the central feature of the library's participation, some libraries (including Bridgeport, Cincinnati, Houston, Rochester, and Toledo) report that this is one of the methods which bring the fewest results in proportion to the amount of time and effort expended. The people whom the library especially wishes to reach are

the parents and the teachers, who are the most directly interested of the whole community in the children's reading and use of the library; yet some reports indicate that their least successful efforts have been those which were addressed particularly to parents or to teachers. Thus Wilkes-Barre reports slight response to special invitations to parents; El Paso makes the same report concerning special days at the exhibit for parents, for teachers, and others; the Forbes Library, in Northampton, says that the exhibit attracts a great deal of attention, but that very few parents respond to the invitation to visit the children's room or to attend book talks or meetings at the library; several state that appeals to parent-teacher associations, through talks, book lists, meetings at the library, and other means, have aroused little interest. One small library reports good results from the exhibition of books and posters, from contests, and from the distribution of lists, but obtained a decidedly negative result from the experiment of a "parent's day" program, with speakers, which was attended by one parent and one speaker.

Because most of the reports are very similar in fundamentals but no two are alike in all details, only the few that follow are cited fully, as illustrations of methods which, with many modifications, are very generally employed.

Akron, Ohio: Our best results in children's book week have come from book talks to various organizations, from helping teachers with programs in the schools, and from urging them to observe the week in some way. A model collection of about one hundred children's books is displayed at the library from children's book week to Christmas. The booksellers are each year becoming more interested in getting the books which the library suggests, and the parents are taking more interest in the children's reading.

Auburn, Me.: Besides arranging the children's room for the occasion, a room in the adult department was used for an exhibition of children's books, guides to good books for children, catalogs of certain publishers, lists of notable illustrators and best editions of children's books. Many parents and teachers availed themselves of the helps provided, and boys and girls made lists of books which they planned to read. On Saturday of that week a book party was held. Many favorite characters from children's books were represented and were introduced as the children's librarian told the story of Bookland.

Berkeley: Newly accessioned books and the best of the old books are placed on exhibition during children's book week, for inspection by adults during certain hours. Work of notable artists is also exhibited in the lobby. Book lists are distributed to women's clubs, mothers' clubs, and schools, and at Boy Scout headquarters. The clergy of the city are sent a circular letter requesting them to mention the week and the subject of good reading. Articles are sent to the newspapers. A selection of attractive books is made by the children's librarian from the stocks of local book dealers, and a department store displays them during the week in its show window. Results are seen mostly in an increased interest on the part of parents in their children's reading and in the idea of buying books for the home; also in the awakening of interest in the better type of children's books, in more discrimination in regard to editions and illustrations, and in increased circulation for the month. An exhibition is held also during the Christmas shopping season, consisting of about two hundred books displayed on tables in the children's room, arranged according to ages.

Bridgeport: For several years, either the central library or one of the branches has had an exhibit of children's books

during children's book week. Notices are sent to the schools, clubs, churches, newspapers, etc. The amount of time taken to prepare the exhibit seems too great when the result, in number of visitors, is considered. One reason may be that few people have yet begun to plan for Christmas buying. Another may be that the book stores do not have the best standard juveniles, and the libraries do not feel familiar with all the new titles that are on display at the stores, and hesitate to recommend them. An exhibit of books costing one dollar or less, which librarians can approve and the book departments of the stores will carry in stock, might be interesting and valuable, but at present a large number of parents are still unconvinced that books are worth the time it takes to examine them in the library and the prices at which they are sold. The best results in Bridgeport have come through the College Women's Club, which borrowed sample books from the library, took orders from members of the club and their friends, had book talks, and made their purchases through a local dealer at a very small club discount.

Cleveland: Exhibits are held chiefly in children's rooms, but we use store windows also, and for two or three years an exhibit has been held during one week at the Women's City Club. Collections are also shown in churches and schools in connection with book talks. Most exhibits are held from the middle of November to Christmas week. They are advertised by meetings, book lists with introductory notes, newspaper articles, and editorials in the library's bulletin, *The Open Shelf*. The collections exhibited vary between fifty and two hundred books. They include classics in attractive editions, the best of the current books, and standard juveniles in inexpensive editions.

Dayton: A standing book exhibit collection is maintained, consisting of about seven hundred volumes, which forms

the nucleus of a Christmas exhibit from about the middle of November to Christmas, in which are shown the outstanding books of the year. Prices of all books exhibited are marked on the inside of the front covers. Exhibits of special collections are held also during children's book week. Many teachers and parents appreciate the exhibits because they represent a selection of the best books for children, and often permit comparison of different editions of the same title. Some adults depend on the exhibits in deciding what books to buy, and children also use this opportunity to see and to suggest books which they would like to have.

East Cleveland, Ohio: Talks are given to parent-teacher associations and to schools; book exhibits are held and lists of recommended books are sent to the book stores; prizes are given for posters made by school children; slides are shown at the motion picture theaters, showing the library and its activities; ministers are asked to call attention to the week. A Christmas exhibit begins on the last day of children's book week, and continues until Christmas, showing about fifty of the best books for children of different ages.

East Orange: Exhibits are held during children's book week, both in the library and in store windows. Book talks are given to clubs, schools, etc., and prizes are offered to school children for posters. An exhibit is also held at the library from children's book week to Christmas, containing three or four hundred books. These are of as wide a range of price as possible, and include beautiful editions of old standards, together with the best new books of the year for children of all ages. Parents are becoming more interested each year in these exhibits, and the advice of the library is sought for suggestions in purchasing books

for gifts, not at this season only but throughout the year.

Harrisburg: Prizes are given in an annual essay contest, open to children from the third to the seventh grade, on topics assigned by the library in conference with teachers. Books are sometimes given by the library as prizes, and the pictures of the winners are published in the papers. In the last two years a party has been given for the prize winners, to which the parents, teachers, principals, and supervisors were invited. Ice cream, cake, and candy were served, speeches were made, the prize winning essays were read by the authors, and the essays and the children's pictures appeared in the papers. A special table is displayed at a book store, showing books recommended by the library, and an assistant from the library takes charge of this table during busy hours to advise buyers concerning selection. Book talks are given at clubs and elsewhere. An exhibit of one or two hundred books is shown at the library from December 1 to Christmas.

New York: A holiday exhibit is opened in the central children's room on Monday of children's book week, and is continued until the end of December; smaller exhibits are held in various branch libraries. The central exhibit is always opened by a meeting, to which cards of invitation to authors, artists, publishers, parents, teachers, and others, are issued, with addresses by an author and by two or three critics of children's books. The extent of the collection displayed varies according to the output of the year, since the outstanding new publications are shown, with an adequate representation of the old and tried; usually there are three hundred or more books, for children of all ages. This annual exhibit is of incalculable value in setting standards of selection and good taste before the public; it has led to many valuable associations, has made more

friends for the children's room, and has had a noticeable effect on magazine and newspaper articles on children's books and reading. No other single feature brings so many people to the library for a definite purpose.

St. Paul: An exhibit of several hundred books is held during the entire month of November, including all standard titles, beautiful editions, books listed at moderate prices, picture books, and a collection of early juveniles. The exhibit is supplemented by printed lists and a display of original work of eminent illustrators, and sometimes lectures are given by well known writers of children's books, sponsored by local clubs. The exhibition is advertised through schools, clubs, churches, newspapers, motion picture theaters, etc.

San Diego: Exhibits of new books are held in the children's room, showing books for all ages from two to fifteen, including new books of some literary standing and new editions of classics, with special emphasis on beautiful editions. The more expensive books are featured, and the exhibit is made as attractive as possible. A large meeting is held, at which certificates are awarded to the children who met the requirements of the summer vacation reading contest. The exhibit is kept on display from children's book week to Christmas.

Washington: We have a permanent exhibit for the use of parents and teachers, including an illustrator's collection. For children's book week, therefore, we usually do not make special preparation, but advertise this advisory service by a sign in the adult department and by a glass case of children's books in the main lobby. The second floor lobby is used for displays of children's books and posters.

V. WORK WITH SCHOOLS

School visiting.—The reports show considerable variation of practice in regard to the frequency with which the schools are visited, either for talks to the children or for conferences with the principals or teachers. Most of the small libraries, and many of the larger, report that visits are made irregularly and rather infrequently, as time may permit, or only on special occasions or on invitation. Thus, in Berkeley, the children's librarian and assistant visit the schools only during children's book week. In Buffalo, the regular work of the school department involves a visit to each school at least once a month, to check up the use of the books and to receive any reports the teachers may want to submit concerning their needs; other visiting is done only on invitation. New Bedford reports that the grades are visited whenever convenient opportunity is offered, but that "school requirements are so systematized that the library must not encroach, though ready at all times to help." In New Haven an effort is made to visit once a year the forty-nine schools which have class room libraries supplied by the public library.

Pomona reports: "We visit when we have a definite message and have ascertained that it will be welcomed." In Rochester school visiting is not done regularly or systematically; visits are usually made to all schools in the fall to announce the beginning of story hours, and in the spring to announce summer reading club plans; "on these occasions we sometimes speak briefly in each grade, sometimes in assembly, and occasionally leave our message with the principal if he disapproves of time being given to outside agencies." In St. Paul systematic school visiting has been discontinued because of staff shortage, but talks are sometimes given in schools on request of the principals. In some

cities the existence of school branches of the library, or of organized school libraries, has lessened the need of visits from the public library. Thus, in Long Beach: "The public schools have a library department, with which we cooperate in every way possible, but we do not visit the schools without invitation or for special reasons, such as the distribution of reading lists, which occurs each semester."

More systematic and more frequent visiting is reported by less than half of the libraries of Class C (20,000-50,000 volumes), and by very few of Class D (less than 20,000 volumes). Of the libraries of more than 50,000 volumes, nearly three-fourths report that visits are made as often as time permits. Many endeavor to visit each school at least once a year, and some make more frequent visits, varying from twice a year to once a month. Visits are generally made mainly to the graded public schools, beginning usually with the third grade, but sometimes include the high schools, and also parochial and private schools, to as great an extent as circumstances permit. Among the most common purposes of visits are story telling, talks on the library and how to use it, and registration of borrowers. As is indicated, however, by the following reports, the methods employed differ greatly in details. In many libraries various branches follow different methods in regard to visiting the neighboring schools.

Bridgeport: We visit all the public grammar schools, and some parochial schools, once a year, and some schools more often. Private schools are visited occasionally, but seldom. The third grade is usually the starting place, but in some schools the first two grades also have been visited. The visits vary in nature, but all include talks on books and on use of the library, and usually the reading of short selections from some book.

Denver: Visits are made to all the grade schools, usually once a year, beginning with grade 2-A, and the high schools are visited occasionally on request. In the second and third grades stories are told, and talks are given on the care of books; in the fourth and fifth grades, the visits include book talks, and explanation of title pages, contents, and indexes. Instruction in the classification is begun in the fifth grade, and in the use of the catalog, in the sixth grade. Few of the elementary schools now have grades seven and eight, which are now in the junior high schools. These are treated the same as the senior high schools, as they all have trained librarians. Where there are grades seven and eight, the catalog lesson is reviewed, and talks are given on reference books.

Detroit: All grade schools are visited at least once a year, generally beginning with the third grade. High schools are visited occasionally, on invitation. Visits are made to announce exhibits, story hours, etc., to put up posters, and to talk to classes about books and the use of the library. Stories are told only at the request of teachers.

East Orange: The public grammar schools are visited regularly, several times each term if possible. Parochial and private schools are visited only on invitation. The visits usually begin with the third grade, but the lower grades are sometimes visited, by invitation, to tell stories. In the higher grades talks are given on books and reading, trying to make the books on required reading lists attractive.

St. Louis: Grade schools are visited twice a year, so far as possible, including the lowest grades except in schools which are so far from the nearest branch that the very small children can not use the library. High schools are also visited occasionally. Visits are made for registration of borrowers, for special announcements, and for observation of methods of teaching.

Toledo: All grades in the public and parochial schools are visited once a year, and sometimes twice. The lower grade visits include stories and registration; in the upper grades book reviews and book talks are given, and special announcements are made.

Worcester: We go to all public schools once a year for registration, visiting all grades except the first two. For other purposes, to tell stories or to talk on books and the use of the library, visits are made only occasionally, when requested.

Among other libraries which endeavor to make more frequent visits, are the following.

Cleveland: All grades of the elementary schools, the junior high schools which have no school libraries with a trained staff, and parochial and private schools, are visited as often as possible, usually four or five times a year. We visit schools to invite teachers and pupils to book talks, story hours, and meetings of interest to them, and to make announcements of new books. We tell stories, and talk about books and writers in class rooms and at auditorium exercises. Our monthly bulletin, *The Open Shelf,* is delivered personally to principals. All visits are carefully planned to avoid wasting school time, and appointments are usually made by mail or by telephone.

Evanston: All public schools are visited at least once a month, and sometimes twice in a month, and parochial schools several times a year. Visits include talks on books and the library, stories, and sometimes guessing games about books and authors. The frequency of visits is made possible because the children's librarian is employed jointly by the school board and the library board.

Evansville: All grades are visited at least once each semester. One branch visits the schools in its vicinity every week,

and the school stations department visits the teachers once every two weeks. The visits include stories, talks on use of the library, and talks with teachers about books which might be helpful in their work.

Indianapolis: From two to four visits to the grades are made each year, as special occasions demand. The first visit is usually for the distribution of registration cards to pupils who are not already borrowers. Later visits include book talks, stories, etc.

Instruction in use of the library.—Apart from the informal instruction in use of the catalog which is frequently given to individual children (see pages 43-44), more formal instruction is given to school classes, to some extent, in nearly all of the libraries of Class A and Class B; in approximately half of Class C; and in many of Class D. With very few exceptions, however, the instruction given is of very limited scope. Many libraries give only one lesson to each grade, and those which give more than two or three are very few. The instruction is therefore limited, in most libraries, to brief lessons in the elementary use of the catalog and perhaps the use of a few of the most fundamental reference books. In some libraries this instruction is offered to all grades, from the third through the junior high school or, in several libraries, to the first or second year of high school; in many others it is offered only to the upper grammar grades or the junior high school; in some it is given only to one grade.

Usually the acceptance of the offered instruction is optional with the principal of the school, and perhaps with the individual teachers, and the amount of instruction given therefore depends on the attitude of the schools as well as on the ability of the library to carry the work. Several libraries report that the introduction of the platoon system in the public schools, in which instruction in use of the library is a

part of the school program, has relieved them of much of this work. In several cities the instruction is a required part of the school curriculum, usually in connection with English courses, but that it is officially and definitely recognized as such by action of the board of education is indicated only by the report from Portland, Ore. There, the elementary course of study adopted by the board of education contains the following provision: "A librarian will visit each class room from the first to the fifth grade twice each year to give a library lesson. One lesson to each fifth, sixth, seventh, and eighth grade will be given, at the central library or a branch. The second term instruction is designed to introduce children's classics to the pupils. The teacher is asked to follow up all instructions." This is followed by a printed course for library instruction, for each grade from the first through the eighth. In St. Louis instruction is not made obligatory, but has been endorsed by the board of education, and from one to five periods of fifty minutes each will be given by any branch on request of the principal. This is now done regularly in several branches.

In schools or in classes where the offered instruction is accepted, it is usually required of all the pupils, as a regular class exercise. The instruction is usually given at the library, to which one class or group comes at a time, perhaps accompanied by the teacher. In a few libraries a general talk is given by the children's librarian in the school class room, and this is followed by one or more "laboratory" exercises at the library, with practical demonstration and practice in applying the instruction previously given.

Among the reports of instruction offered to high school students, and not only in elementary or junior high schools, are the following:

In Cleveland, instruction is offered during the fall and the

spring months, to all grades from the fourth through the ninth. From two to six lessons are given to each group, and the instruction is required as a regular part of the school day. The instruction is generally, and preferably, given at the library, where there is access to the catalog and to the reference books which are being studied. In all schools in which libraries are located, instruction is given: in elementary schools to the fourth, fifth, and sixth grades, in varying amounts; in junior and senior high schools the entering class always receives from three to five lessons. The instruction is generally given in the library, and in large part by the librarian. It is a part of the required English work of the schools.

In Grand Rapids, formal instruction is regularly given at nearly every branch library and at the main library, and also in public and parochial schools, from the fourth grade up. In the high schools nine lessons are given to each class. The work is required in all high school classes; in the grade schools it is optional with the teachers, but wherever it is accepted it is required of all the pupils. In the high schools credit is given. Early in the semester, all students entering the school from other schools where no library instruction is given are gathered in one class, regardless of grade, for a general lesson on the use and resources of the branch library. This is one of the most important lessons of the course, because many of these students are entirely unfamiliar with reference books and with methods of procedure in a library.

The course of nine lessons given in Grand Rapids to the high school students includes the following: 1. Dictionaries, including purposes and uses, method of using, and comparison of different dictionaries; 2. History of the book and of printing, and study of the parts of a book; 3. Encyclopedias, including methods of arrangement, rules for using, and study

of specific encyclopedias; 4. The card catalog, including the different kinds of entry, alphabetizing, and method of using; 5. Special reference books, including sociology, geography, literature, history, biography, and miscellaneous, with rules for their use; 6. Anthologies, including study and use of some of the best known compilations; 7. Periodicals, including description and use of periodicals of different types, and of newspapers; 8. *Reader's Guide to Periodical Literature,* including study of its form and method of cumulation, rules for its use, and indexing; 9. Classification, including study of call numbers, the arrangement of the books, and their location on the shelves.

Some extent of instruction is given by several other public libraries in high schools in which the library maintains a school branch. Brookline, in its high school branch, gives four lessons to the freshman class each year, and two lessons to each other class. Chicago, in its high school branches, gives one period each semester in the first year. Several others, including Kansas City, Louisville, and Portland, Ore., also report that some instruction is given in high school branches.

Among the specific reports from libraries which offer more than one or two lessons, in elementary or junior high schools only, are the following:

In Bridgeport, three lessons are offered, in three successive school years: a lesson on use of the catalog, to the sixth grade; one on the use of the simplest reference books, to the seventh grade; and a review lesson, with instruction in a few of the more advanced reference books, to the eighth grade. The work is required of the pupils, and is given at the library during school hours, so that all pupils, beginning with the sixth grade, visit the library for instruction once a year for three years. In some schools credit is given.

In Evansville a course of eleven lessons is given to each group of children as they pass from the second grade through the eighth. The course is definite and systematic, and is followed up year by year, each year the work of the previous year being reviewed before new work is given. Before the course is put into a school it is submitted to the principal, and if he decides that it is desirable (and he always does), it becomes required for all the pupils. Instruction is given in the nearest library building, on school time, with a teacher in charge of discipline. The lessons are given by a librarian, with a problem at the end of each. At the end of a week the teacher collects the papers and sends them to the librarian, who does the grading. These grades are sent to the teacher, who incorporates them as a part of the reading averages. As a concrete example, in 1926-27 instruction was given at one branch to 890 children from one school, in twenty-two classes, taking six weeks to cover the course.

In Lakewood, Ohio, three lectures are given each semester to all pupils in the 7-B grade, and three lectures to all in the 8-B grade. The work is required, and is a recognized part of the English work of these grades. The children's papers, on problems which are assigned, are graded by the children's librarian who gives the instruction, and the grades are recorded by the English teachers. Some of the lectures, treating of the parts of a book and the use of the dictionary, are given in the school class rooms; other lectures are given at the library.

Representative reports from others, which illustrate the general nature and the approximate amount of instruction given by most of the large libraries, are as follows:

Long Beach: The schedule varies according to the number of visits to the library which the schools permit the children to make. Instruction is given principally to the fifth

and sixth grades, but in some of the branch libraries other grades also receive instruction. Elementary school libraries in several schools lessen the need for formal instruction at the public library, but all schools are invited to send classes for informal visits and "appreciation" periods.

Pittsburgh: Instruction is given, at the option of the teachers, to all grades above the third. The lessons are given either at the library or at the school. The number of lessons given to each group depends on the amount of time which the teacher is willing to have given to this work.

Rochester: When a new branch is opened, children come by grades from all schools in the district, accompanied by their teachers, for a brief talk on the arrangement of the room, the use of the catalog, and the rules governing the use of the library. The instruction is necessarily sketchy, but has a very definite effect in stimulating the interest of the children in finding out how to help themselves. These talks are always followed by much experimentation on the part of the children, and by the asking of intelligent questions. In older, established branches, the work is less organized, but an attempt is made to have every third grade child visit the library as soon as he is promoted to that grade and thus becomes eligible to use the library.

St. Paul: Children come in classes, with their teachers, to visit the library. From one to four lessons in the use of reference books will be given, at the request of teachers, to grades five to eight. In the central children's room alone we give such instruction to approximately fifty classes a year.

Washington: Instruction is given only at the request of teachers who bring their classes to the library. On such occasions we aim to instruct the children in use of the catalog and to give practice in looking up material and finding it on the shelves. Usually one thorough lesson will cover what a

child needs to know. The emphasis, however, even in a one-hour visit to the library, is given to interesting the children in books. If their interest is caught in this way, they come back. One branch gives instruction to eighth grade pupils of the neighboring schools, and another has recently been giving an hour a week to a special "problem" class of junior high school girls who would not read and would not study in a regular class room. Classes of retarded children are handled by teacher and library jointly for a number of weeks.

The nature of the instruction offered in several of the smaller libraries is illustrated by the following report from Westfield, N. Y. (The Patterson Library), although very few of the reports from small libraries indicate that their instruction is quite so systematic or so extensive. "Our attempted instruction in the use of the library has been carried on in close co-operation with the schools. From the second grade to the sixth grade, inclusive, the children come to the library, one grade or class at a time, accompanied by the teacher. Unfortunately, but one lesson can be given each class, for lack of time, and much has to be covered in one lesson. Beginning with the little ones, we stress deportment, the need of clean hands, the benefits to be derived from using the library, and the place on the shelves for 'easy books.' The lessons for the older grades become slightly more difficult each year, until with the fifth and sixth grades we not only explain the catalog and the arrangement of books on the shelves, but require each pupil to find a given entry in the catalog, get the call number, and find the book itself on the shelf. We also take up briefly the reference books they are likely to use in their grades. Throughout all our talks we emphasize the thought of the library as an educational institution, and the fact that its privileges are for all, and extend throughout life. In the high school, the English teachers

give lectures to each class, and each student in the course of the year is given a number of definite problems, as a part of his English work, to be worked out at the public library. These problems involve use of *Reader's Guide* and certain other reference books, and the compilation of brief bibliographies for their long themes, in addition to the general use of the card catalog."

Aids to teachers.—In many different ways, practically all of the libraries reporting apparently make special efforts to render their service as helpful as possible to teachers, and consequently, through the teachers, to the children. Among the forms of service most frequently mentioned are special privileges in regard to borrowing (see volume two, pages 25, 31, and 58); assistance in compiling reading lists and in getting material for reference work, debates, and other assigned work; the distribution among the teachers of special educational bulletins, or teachers' bulletins, calling attention to new books and magazine articles on educational subjects and to service which the library is prepared to offer; and the maintenance, at the main library or some other convenient location, of teachers' departments, or of collections designed especially for the use of teachers on educational and pedagogical subjects. (For class room libraries see pages 151-53 of this volume; for picture collections see volume two, pages 69-73.)

Among the libraries which issue a teachers' bulletin are Grand Rapids (issued frequently, at irregular periods); Kansas City (printed, eight issues a year, 2,500 copies, distributed through the principals to all teachers in the public schools and in private academies); and St. Louis (printed as part of the monthly bulletin, and also issued separately).

Among the libraries which report somewhat separate teachers' collections, are Boston, Louisville, and New Bedford.

These collections are usually designed primarily to aid teachers in their professional study and teaching, and sometimes also to supply them with material for use in class rooms. They are usually shelved in the children's room, in a smaller room or an alcove adjoining the children's room, or in the school libraries room, and usually bring together not only the circulating books on education but reference books and magazines, perhaps books on allied subjects of professional interest to teachers, and sometimes textbooks, school reports and courses of study from other cities, and other material. In Grand Rapids, where there is a large collection of books for teachers in both the reference room and the circulation department, a classified list of these books, comprising nearly one hundred pages, has been printed by the library and the board of education; special bulletins of additional works on education are sent to the teachers annually. In East Orange, the educational books and magazines are shelved in one corner of the stacks, which is furnished with a table and chairs for the use of teachers and students, and is called the "teachers' alcove." A collection which was formerly shelved in the office of the superintendent of schools was deposited in the public library several years ago, at the request of the school board, and is shelved with the library's own educational collection.

Teachers' departments.—The following are among the reports from libraries in which the teachers' collection is large enough and separate enough to constitute (though not necessarily in an administrative sense) either a separate department or a distinct division of a school libraries department.

In Buffalo the school department, which has charge of class room libraries and other work in the schools, occupies a "teachers' room," in which is a special collection of material

which is placed there at the request of the department of education or some of the school supervisors. In the room are also samples of all books which are used in class room libraries. The room is frequently used for teachers' committee meetings.

In Chicago a teachers' room is a part of the schools department, adjoining the children's room. It contains a general collection for professional reading; a pamphlet file on pedagogical subjects; a sample collection of books used in class room libraries; a reference shelf of recent pedagogical books; educational magazines, both for reference and for circulation; and special references to current material on subjects most in demand. The head of the two activities which are combined in these two rooms has had experience in teaching, and can thus meet the teachers on a common ground of professional interest.

In Cleveland a collection is maintained, as one of the divisions of the schools department, at the headquarters of the school board. Its main purpose is to give special service to the superintendent and his staff. At the main library there is an education section of the sociology division, including both reference and circulating books and journals, which is used very largely by teachers of the public schools, private and parochial schools, and the local colleges. The Lewis Carroll (children's) room and the Stevenson room for young people were planned mainly as laboratories and demonstration centers for teachers and parents, and the various offices of the school department are consultation points for teachers. The extension division for adult education gives special attention to teachers of evening schools and part-time classes.

Detroit has a parents' and teachers' room, under the schools division. The collection in this room includes a reference collection of the best sources and editions, for study and com-

parison; a reference collection of some of the most important books in current use; and a collection of pictures, for circulation; a selected collection of books on child training, for parents; and bibliographies.

Indianapolis has a separate collection for teachers, called the school libraries division, which is maintained at the central library as a division of the children's department; also a branch, called the teachers' special library, at the headquarters of the school board. The branch is designed specifically to aid teachers and school officials in their professional study and teaching, and the collection of the school libraries division is composed solely of material for use by children in class rooms. At the branch, in addition to the books, are victrola records, slides, lanterns, screens, stereographs, stereoscopes, educational exhibits, and posters. The school libraries division has a picture collection for teachers, and books and pamphlets for supplementary reading and class room use.

In Los Angeles there is a separate department for educators, including principals, supervisors, school administrators, all teachers, and students of education. In addition to the books, magazines, clippings, and bibliographies on all phases of educational work, the department has public documents relating to education; educational directories, including some foreign as well as city, state, and national; current catalogs of schools and colleges; bound files of educational magazines; collections of mental tests, and much other material. Much is done in personal service to patrons of the school and teachers' department, such as the compilation of lists and bibliographies, some of which are made in great detail.

In New York a teachers' collection is shelved in the office of the supervisor of work with schools, in a room in one of the branches, situated near the school board headquarters.

Half of the space in this room, with chairs to seat seventy-five people, is used by various groups of teachers for conferences and committee meetings. The collection available here, which is almost entirely for reference use, includes books of general professional interest and of practical suggestions along many lines: books of plays for elementary schools and high schools; books on costume and play production; books on vocations and vocational guidance; supplementary material on geography, history, civics, and science; easy reading books and books for older boys and girls; and lists and other material relating to teaching and to the reading of school children.

St. Louis has a teachers' room at the central library, containing reference books on educational subjects and general books and magazines for professional reading; textbooks; courses of study from schools in other cities; a picture collection of illustrative material and a collection of pamphlets on live subjects; and also books for mothers and for story tellers, and other material of interest to teachers or to parents.

Other teachers' rooms or departments, similar in general purpose and nature to those which have been cited, are reported by the following: Cincinnati, a special division, occupying a room adjoining the children's room; Kansas City, a division of the reference department, occupying a separate room; New Haven, occupying a room adjacent to the children's room; St. Paul, as a distinct feature of the school division; Seattle, a separate teachers' room, operated by the schools division of the children's department; and Washington, a parents' and teachers' room.

A report on school libraries and class room collections is given in the following chapter, on Branches and Extension Work, pages 121-25, 151-53.

Chapter II

PUBLIC LIBRARY BRANCHES AND EXTENSION WORK

The principal forms of extension agencies in public library work are distinguished as follows under definitions which were adopted several years ago by the American Library Association:

A branch " is an auxiliary library, complete in itself, having its own permanent collection of books, either occupying a separate building or housed in one or more rooms in a school, park or field house, social settlement, parish house, rented store, etc., and administered as an integral part of the library system, i.e., by a paid staff. To rank as a branch the hours of opening should approximate those of the central library."

A sub-branch "is a branch in which the hours of opening do not approximate those of the central library or the regular branches."

Deposit stations "consist of small collections of books (from two hundred to several hundred volumes) sent for an indefinite term to a store, school, factory, club, etc. The collections are frequently changed; the station has some permanency. A station may be in charge of an assistant sent from the central library or neighboring branch, or a trained librarian employed at the expense of a co-operating institution or society, an office employee of a factory, or a volunteer worker."

Delivery stations are stations which "have no books on deposit, but fill orders from a central stock."

Included also in this report, under extension agencies, are class room libraries and traveling libraries. A class room library may be defined as a collection of books (seldom, probably, less than twenty-five, and seldom more than one hundred), sent to a school for use in class rooms under supervision of the teacher, or for circulation from the class rooms for use at home. A traveling library may be defined as a collection of books, from twenty-five or fifty to several hundred, lent to a factory, store, club, or other organization or institution, for use by its employes or members.

The definitions distinguishing between branches, sub-branches, and stations, were adopted for the purpose of securing greater uniformity in library reports and statistics. The replies to the *Survey's* questionnaire do not indicate that the distinctions are very generally observed. In local nomenclature, in many printed reports, and in many of the replies to the questionnaire, distinctions between branches and sub-branches, and even between branches and stations, are ignored. Several libraries report as branches, agencies which are open only four hours a day, or only on certain afternoons and evenings. Others conscientiously report as stations, agencies which are open seven or eight hours every week day, because they are not open in the morning hours. Several report as branches all of their school deposits, which are not open to the public, and are cared for by the individual teachers. As to branches and sub-branches, especially, greater uniformity can apparently be secured only by abolishing the distinction altogether, or by defining more closely the requirement that "the hours of opening," for an agency to qualify as a branch, "should approximate those of the central library."

I. NUMBER AND LOCATION OF AGENCIES

Statistics showing the number of branches and sub-branches which are maintained in various cities are of very uncertain significance unless they can be interpreted through intimate knowledge of local conditions: the area covered by the city, and sometimes its topographic features; the number, distribution, and character of its population; the location and the size of the central library; the size of the branch collections and the hours they are open to the public; the amount of extension work done through stations, traveling libraries, book wagons, and other agencies; and probably other factors. Hence the number of branches that are maintained in a city is, in itself, no certain indication of their adequacy, or of the number which another city of approximately the same number of inhabitants ought to have.

The following tables give some indication of the extent to which the various forms of extension agencies which are open for public use have been developed in the cities mentioned. These tables include all the public libraries, in cities of more than 50,000 population, which answered the questionnaire, with the exception of those which had to be omitted because their answers were incomplete or ambiguous, or because of local conditions which make even approximate comparisons impossible in such concise form. In order that all of the libraries included might be considered, so far as possible, on the same basis, the following principles have been applied to all:

For the population, the United States Census Bureau's estimates were used, in all but two or three cases where a local estimate had to be taken, and the population figures, therefore, are for approximately the same year as the year represented by the questionnaires.

The recorded number of agencies in each city is the number reported on the questionnaire, and therefore *represents the conditions which existed at the close of the calendar year 1924 or of a fiscal year 1924-25.* In many of these cities additional agencies have, of course, been established since that year.

The number of agencies reported by many libraries, under the questions asking for general statistical data, did not agree with the number reported under the questions relating specifically to extension agencies. In such cases it was assumed that the answers to the more specific questions were correct, and the other answers were ignored.

In attempting to distinguish between branches and sub-branches, it was necessary to adopt some uniform interpretation of the requirement that a branch's hours of opening must "approximate those of the central library." Only those agencies have been recorded as branches, which are either open *continuously,* through the afternoon and evening, for not less than seven hours every week day: that is, for instance, from 2 to 9 P.M. or 1 to 8 P.M.; or are open *continuously,* through the morning and afternoon, for not less than eight hours: that is, from 9 A.M. to 5 P.M., or 8 A.M. to 4 P.M. This latter provision seemed necessary in order to include business, industrial, municipal reference, or other public branches in which morning hours are more important than evening hours. "Branches" which are open fewer hours than specified above are recorded as sub-branches.

Branches which are open only for use of a limited clientele are not included, because the object of the tables is to give some indication of the extent to which branches or other agencies are provided for public use, without limitations. This excludes several high school branches, teachers' libraries, medical libraries, and other special branches.

The only deposit stations included in the tables are those which are open for general public use; stations which are accessible only to the members or the employes of an organization or firm are excluded. In some of the large cities, especially, this greatly diminishes the total number of agencies maintained by the library. Boston, for instance, reports 329 deposit stations, none of which are open to the public; Chicago reports 275 stations, and New York 116, but only 88 in Chicago and 37 in New York are public stations.

Delivery stations, which have no collections of their own, but act merely as distributing agencies at which books can be obtained from the central library, are also excluded.

Because of the large amount of interpretation of their reports which was required in the interest of uniformity, many of the libraries cited would undoubtedly not confirm the figures given in the tables, through unwillingness to accept the classification which has been adopted; but although there are probably some minor inaccuracies, we believe that the tables give, in general, a reliable view of the extent to which branches, sub-branches, and public deposit stations had been developed in the cities mentioned down to the date of their reports. The tables are not presented, however, as a basis for comparison of one library with others. If data were included concerning the number of volumes in each agency, and the number of hours each is open daily or weekly, comparisons might be made with somewhat more accuracy than is possible without such data; even then, however, none of the other factors mentioned above (page 106), which are frequently of great importance, could be taken into consideration. These facts should be kept in mind in any study of the tables for comparative purposes or for the computation of totals and averages. It will be noticed that the range of

variation in the reports is extremely wide. Very probably, if an equal number of other cities were tabulated in the same way, the totals and the averages would be considerably different.

NUMBER OF PUBLIC EXTENSION AGENCIES
(See preceding explanation)

500,000 Population and Over

City	Population	Branches	Sub-Branches	Deposit Stations
Baltimore, Md.	773,580	25		
Boston, Mass.	852,939	31		
Brooklyn, N. Y.	2,156,687	31	3	10
Buffalo, N. Y.	536,718	7		10
Chicago, Ill.	2,942,605	39	4	88
Detroit, Mich.	1,242,044	19	14	1
Los Angeles, Calif.	666,853	24	17	15
New York, N. Y.	3,264,368	44	6	37
Queens Borough, N. Y.	554,931	20		
St. Louis, Mo.	803,853	14		9
San Francisco, Calif.	548,284	9	1	15

250,000-500,000 Population

City	Population	Branches	Sub-Branches	Deposit Stations
Cincinnati, O.	407,835	9	17	41
Denver, Colo.	280,911		11	2
Indianapolis, Ind.	351,073	17		10
Jersey City, N. J.	312,157	6		2
New Orleans, La.	409,534	5		
Portland, Ore.	278,002	18		3
Rochester, N. Y.	325,211	10	11	2
Seattle, Wash.	315,652	9		8
Toledo, O.	280,359	7	6	
Washington, D. C.	486,936	2		

100,000-250,000 Population

City	Population	Branches	Sub-Branches	Deposit Stations
Akron, O.	208,435	2	1	
Albany, N. Y.	118,527	3	1	
Atlanta, Ga.	222,963	1	7	
Birmingham, Ala.	200,785	8		
Dayton, O.	172,942	10		17

City	Population	Branches	Sub-Branches	Deposit Stations
Des Moines, Ia.....	145,053	4	2	9
Duluth, Minn.	108,395	2	2	2
Erie, Pa.	112,571		5	5
Grand Rapids, Mich...	148,322	23		
Hartford, Conn.	156,167		2	
Houston, Tex.	154,970	3	1	
Jacksonville, Fla.	102,471		1	
Memphis, Tenn.	172,276	9		
Nashville, Tenn.	121,128	1	3	
New Bedford, Mass...	132,602	3		
New Haven, Conn.....	172,967	4	2	
Oakland, Calif.	246,893	12	1	3
Omaha, Neb.	208,025	2	2	
St. Paul, Minn.....	243,946	4		8
Salt Lake City, Utah..	128,564	3	1	3
San Antonio, Tex.....	191,398		2	5
Scranton, Pa.	140,636		4	
Syracuse, N. Y.....	188,060	2	2	26
Tacoma, Wash.	103,093		3	3
Utica, N. Y.....	105,315	2		1
Wilmington, Del.	122,049	1	2	
Worcester, Mass.	191,927	3		5
Yonkers, N. Y.....	109,618			

50,000-100,000 Population

City	Population	Branches	Sub-Branches	Deposit Stations
Berkeley, Calif.	64,602		6	
Binghamton, N. Y.....	73,416	1		5
Brockton, Mass.	70,599	2		
Cedar Rapids, Ia.....	51,477		4	
Chattanooga, Tenn. ..	65,927	2	11	3
East Orange, N. J.....	58,284	1	2	
Knoxville, Tenn.	92,166	1	1	1
Long Beach, Calif.....	83,106	3	2	6
Malden, Mass.	51,281		2	2
Peoria, Ill.	80,619	1		
Rockford, Ill.	74,353	1	3	1
Sacramento, Calif.	71,105	1	3	
San Diego, Calif.....	96,445	2	11	13
Sioux City, Ia.....	82,072		5	3
Somerville, Mass.	98,807	3		
Springfield, Ill.	61,833			10
Terre Haute, Ind.....	70,255	11		
Troy, N. Y.....	72,223		1	
Wilkes-Barre, Pa.	76,951		2	

Of the cities of less than 50,000 population, a tabulation has been made only for twenty-three in which the library, including the main building, branches, and other agencies, contains more than 50,000 volumes. This tabulation shows that only six of the twenty-three libraries have no agencies other than the main building. Among the seventeen which report at least one other agency, the tabulation shows the numbers to be as follows:

Number of branches	2
Number of sub-branches	31
Number of deposit stations	24
Total number of agencies in 17 libraries	57

Among the libraries with less than 50,000 volumes, in cities of less than 50,000 population, approximately half report one or more agencies, other than the main building. It is obvious that in most of these cities the branch or station collections must be small, and the agencies are in most cases either deposit stations or sub-branches, open for only a few hours weekly. The reports indicate, however, that even in the small cities and towns, an effort is made to establish some kind of distributing agencies in sections which are too far removed from the main building to render it accessible with reasonable convenience.

Distance between branches.—Another basis for at least approximate comparisons of various branch systems may be found in the distance between each branch and the next nearest branch or the central library; or, in other words, the distances which people must go, from their homes, to reach the nearest public agency of the library. Here again, however, none of the other important factors can be taken into consideration without knowledge of local conditions. Average distances are not easily computed with accuracy;

maximum distances may be short or long, according to the area included within the city limits, and whether this entire area is thickly settled, with closely built residences or apartments, or includes thinly settled suburbs. In New York, for instance, the distance between branches must obviously be far greater on Staten Island, in the borough of Richmond, than in the borough of Manhattan; with forty-four branches and six sub-branches of the New York Public Library, in the three boroughs of Manhattan, Richmond, and the Bronx, the maximum distance which a person must cover to get from his home to the nearest branch of the library is reported as perhaps six miles in some parts of Staten Island, but elsewhere as approximately two miles. Portland, Ore., with eighteen branches, reports a maximum of about six miles from the outskirts, in districts not yet served by any branch, to the central library.

Among twenty-six public libraries of Class A (more than 100,000 volumes) which reported concerning "the maximum distance which a person must travel from his home to the nearest library (central or branch building)," among the longest distances reported, excluding the county libraries, are five miles, in Washington and in Worcester; and four miles, in St. Paul. The shortest maximum distance is reported by several libraries as half a mile, "for a large majority of the residents." In Newton, Mass., for instance, this is the maximum distance in ten of the twelve "villages" which make up the city; in the two other divisions, house-to-house deliveries are made weekly by automobile. The average distances reported vary from half a mile or somewhat less, as in Chicago, Cleveland, Grand Rapids, St. Louis, and Somerville, to two miles, in St. Paul.

More in detail, reports from libraries of Class A concerning maximum and average distances, are as follows:

Berkeley: maximum, one mile; average, one-half to three-quarters of a mile.

Birmingham: maximum, three miles; average, nine-tenths of a mile.

Boston: maximum, nearly two miles; average, about half a mile.

Chicago: maximum, two to three miles; average, half a mile.

Cleveland: in one outlying district the maximum may be two miles, and there is a recently annexed suburb which has a section three miles from the nearest school branch and five miles from a general branch; the average distance is probably less than half a mile.

Des Moines: maximum, three and one-half miles; average, one to one and one-half miles.

Detroit: in some of the new parts of the city people may be two or three miles from any agency; the average distance is about three-fourths of a mile.

Gary: maximum, three miles in thinly settled, outlying corners; average, three-fourths of a mile.

Grand Rapids: maximum, one and one-half miles in a section of the city recently annexed; average, less than half a mile.

Jersey City: maximum, in exceptional locations, about one mile; average, about three-fourths of a mile.

Kansas City: maximum, two miles; average, three-fourths of a mile.

Los Angeles: maximum, for city residents, about one and one-half miles.

New Haven: maximum, one and one-third miles; average, except for one small community, three-fourths of a mile.

Riverside: maximum, four miles; average, one mile. (With forty-eight square miles of area, by far the greater

part of the population is condensed within two or three square miles.)

Rochester: maximum, two and one-half miles; average, from half a mile to one mile. (Five neighborhoods are still without branches. The library's policy of one new branch a year will eventually make the maximum half a mile.)

St. Louis: maximum, one mile; average, about half a mile.

Toledo: our program calls for location of branches so that the maximum distance will be from three-fourths of a mile to one mile; that is, branches will be located not more than two miles apart.

Worcester: maximum, five miles; average, one mile.

Among twenty-five libraries in Class B (50,000-100,000 volumes) the longest maximum distances reported are five miles, in New Rochelle, and three miles, in Akron and in San Antonio. A maximum of one mile is reported by Davenport. The estimates of average distance vary from two miles, in New Rochelle, to one mile, in Decatur, Green Bay, Pomona, and Racine, and half a mile, in Cedar Rapids.

Reports from fourteen libraries of less than 50,000 volumes show an average maximum distance of approximately three miles, and the distance which the hypothetical average reader must traverse from his home to the nearest library is a little more than one mile.

In a survey made for the Wilmington Institute Free Library, in Wilmington, Del., by Mr. Frank M. Jones *(Library service for "Greater Wilmington," 1926)*, a study was made of a cross section of the central library's registered adult borrowers, with a view to determining as closely as possible the point where distance from the library becomes "the principal deciding factor in its use." The names included in this cross section represented approximately one-fifth of the total

number of adult borrowers at the central library, excluding non-residents. The residential distribution of these borrowers was plotted on a map, together with the number of families as plotted in a survey made by the Bell Telephone Company. It was seen that in the plotted area nearest the library, most of which is within half a mile of the library, the number of borrowers was 72 per cent. of the number of families; in the next section, all more than half a mile from the library, and extending a little beyond the mile limit, the percentage was again 72. In the next section, all more than one mile from the library, and much of it extending beyond the one and one-half mile circle, the percentage fell to 34. "Though we know," the report states, "that this third area includes some cultural and racial groups which are not favorable library material, and though the addition of the adult registration" from two branches included in the section brought the percentage up to 42, "this sudden shrinkage from 72 per cent. in the first half mile, 72 per cent. in the second half mile, to 34 per cent. in the third half mile from the central library, certainly seems indicative that beyond the mile limit begins a decided decrease in borrowers, due primarily to distance; and conversely that up to at least one mile, other factors excluded, the central library renders almost maximum service. It would seem then that if distance alone were the controlling factor of use, economy of effort would forbid the establishment of a branch library, with its own anticipated radius of influence, at less than one and one-half miles from the central library."

Location of branches.—The factors which most frequently influence the selection of sites for branches, and also their size, are the number of people who will be served, taken in connection with the expected rate of increase in population and the growth of the city as a whole; the distance from

the central library or from other branches; accessibility; the location of schools; special character and needs of the neighborhood; and local demand. The consideration given to these and other factors is illustrated by the following reports. Boston: neighborhood demand, population to be served, and amount of expenditure involved. Cleveland: congestion of population, type of population, distance from other library facilities, local business centers and lines of communication, and availability of quarters or sites. Denver: a few of the branches are located in public parks where the land was donated; when the library has to buy the land the branches are placed near a business center or a well populated community. Detroit: lines of communication, thickness of population, space available for homes, dividing lines such as railroads and wide streets with heavy traffic. Los Angeles: local demand, distance from other branches, character and needs of the neighborhood, amount of local assistance offered, such as site or partial maintenance. Minneapolis: density of population and equalization of library facilities. New York: density of population, lack of library facilities in the vicinity, and relative remoteness from established branches. Portland, Ore.: distance from other library centers, local interest and co-operation. Rochester: same as the factors governing the location of a retail store. St. Paul: distance from central building, street car service, number of residents, educational institutions, local demand, etc.

Approximately two-thirds of the libraries reporting state that their branches, whether few or many, have been established in accordance with a definite program of extension. Several, including Denver, St. Paul, Somerville, and Worcester, report that all or most of their branches have been preceded by deposit or delivery stations, and several others report that some of their branches have developed in this

way. The deposit or delivery station may be a temporary means of meeting the needs of a neighborhood, either until larger resources are required or until a permanent branch can be established as part of the extension program; in other cases it may be opened largely as an experiment, as an aid in determining on a permanent location. A few libraries indicate that some of their branches have developed in this way in localities where branches had not previously been contemplated. Thus Cleveland reports seventeen branches established under a definite extension program, six as a result of deposit or delivery stations, and three as a result of school libraries. Similar reports from others are as follows, the first number in each case indicating the branches established in accordance with a fixed plan, and the second number indicating those which were an outgrowth from stations: Berkeley, four and one; Chicago, eight and one; Jersey City, five and three; Louisville, eight and one; Tacoma, two and one.

In like manner, many libraries report that some, and in a few cases all, of their branches, have been established because of popular demand or petition, but most of these reports indicate that this popular demand has closely coincided with the extension program already adopted, and has itself often resulted from the establishment of stations. Among the reports which indicate that popular demand has sometimes been the main factor are the following. Boston: nearly all have been established on request of the community. Chicago: about ten of the thirty-nine branches have resulted from public demand. Indianapolis: the original four branches were located in the four corners of the city; one branch grew out of a deposit station; twelve resulted from public demand; three are special branches,—business, teachers', and high school.

In some cities interest on the part of the people has been manifested by the offer of a site or of funds toward erection or maintenance of a branch. In Los Angeles the rent, and sometimes other expenses, of several new branches, was met by the people for one or two years, until it was determined that the branches were really needed, and one branch site was donated, the necessary sum being raised by popular subscription; such assistance was a more important factor in the early days of the library, fifteen or twenty years ago, than it is now. In Worcester the library's three branches were built on land given by people or firms interested in factory development in the vicinity. San Diego reports that six of the thirteen branches and sub-branches were established with the help of their communities. It has been the custom of this library to ask for some definite contribution from a community which requests a branch library, with the opinion that if a community is really in earnest about a library it will be willing to supply the building and equipment for one year. In most cases the building, shelving, and equipment for one year, have been supplied by local improvement clubs or by the parent-teacher association, and the library has supplied the books and the librarian. In one case the community, through several organizations, bought a lot and built a small frame building for use, indefinitely, by the library.

In Portland, Ore., the people have taken a very prominent part in the development of the library's branches. The sites for two of the Carnegie buildings were given by citizens, and two branches have been built with funds contributed, unsolicited by the library, by residents of the neighborhoods. The second of these branches, built in 1924, is in a section of the city which had formerly had only limited service from a station. Repeated petitions for a branch had been made by

the residents, but Carnegie funds were no longer available, and to erect a branch building would have necessitated an appeal to the county for a special tax. A committee was formed by residents of the section, which is a community of small home owners, and nearly $10,000 was contributed. A one-story brick building was erected, with a capacity of 4,250 volumes, at a total cost of about $12,500. The library paid the architect's fee and provided the furniture and equipment, and contributed about $1,000 to make up a deficit, so that the building could be deeded to the library without encumbrance. At every step the committee co-operated closely with the library, permitting it to choose the site, prepare the plans, and select the interior finish. The demand for books at the branch has surpassed all expectations, and the erection of the building is considered by the library "one of the most important contributions ever made to the civic spirit of Portland."

Very little uniformity is shown by the reports concerning the character of the neighborhoods where branches have been most successful and of those where they have been least successful. Many replies showed an unwillingness to characterize any branch as "least successful," apparently fearing that this term might be interpreted as equivalent to "unsuccessful," which they seemingly regard as an unthinkable proposition. As between residential sections and business sections, all but a very few of those who are willing to admit varying degrees of success indicate that the branches which are most successful (measured by the amount of use) are in thickly populated residence districts or in the retail business districts of residential suburbs. Thus Des Moines reports its most successful branches in business community centers; East Orange, on a business street where market, stores, bank, and railroad station bring out the residents of the neighbor-

hood by day and by night, while a branch in a purely residential section has the smallest circulation; Long Beach, in a residence district with a thriving business section near at hand; Rochester, in a neighborhood business section, which serves fairly large residential districts; Salt Lake City, in small communities which combine residences and business houses; San Francisco, in sections where business and residential districts combine. In Rochester one branch was moved from a quiet residential street to a busy street, and the result was an immediate increase of 50 per cent. in circulation. In Salt Lake City a branch which had been unsatisfactory was moved three blocks, and became a success.

As between districts occupied by the native-born or the foreign, the laboring class or the middle class, the poor or the well-to-do, no definite conclusions can be drawn from the reports. Berkeley reports its most successful branch in a neighborhood of college graduates, students, and the leisure class, and its least successful in a section where a majority of the residents work more than eight hours a day and the children work after school; New Haven reports its largest circulation in a district which is inhabited largely by working people, and its least successful in the most well-to-do section. In general, experience seems to show that the busiest branches are most frequently found in well populated sections of "middle class" Americans or of industrial workers or intelligent foreigners, but there are many exceptions and apparent discrepancies which can be explained, probably, only by local conditions. In many cities the most successful branches are in very dissimilar neighborhoods. Thus Boston reports that they are in districts occupied by native-born Americans or by Italians and Jews who have been in the United States five or more years, or by immigrants from old countries where educational standards are low; Chicago,

in residential and foreign neighborhoods which are thickly settled, and in the vicinity of the university; Cleveland, in neighborhoods of educated Americans, of Jews, or of the more intelligent foreign groups; Seattle, in the university district and the Jewish district.

Bridgeport has two portable branch buildings which have been used several times in trying out locations for new branches. Two branches now occupy permanent buildings which were erected after the need of a branch had been demonstrated by the use of these portable buildings. The buildings are "knockdown" structures, made in sections six feet wide, bolted together. They can be knocked down and set up in two or three days' time, and can be stored in little space when not in use.

Branch libraries in school buildings.—Branch libraries located in school buildings, serving not only the schools but also the general public, are reported by fifty-one libraries: nineteen of Class A, eighteen of Class B, and fourteen of Class C. In most of these cities the schools are thus utilized for only a few of the branches, perhaps only for one or two, and in some the school branches, though nominally open to the public, and though used by the public to some extent, are primarily equipped for service to the schools. Thus, in Cleveland, among the larger libraries, ten branches in elementary schools serve to some extent as public branches, but are organized primarily for service to the pupils. In Minneapolis there are thirteen branches in elementary schools, each with a library attendant in charge, and five in junior high schools; all are public branches, but are used mostly by children. St. Paul has seventeen branches in elementary schools, all of which are intended to be for public use; many children take books home for their parents, but only five or six of the branches have any adult visitors.

In several cities, on the other hand, either all or most of the branches are in public school buildings, and in some of these it has become a definitely established policy that new branches shall, ordinarily, be so located, and that new school buildings shall contain adequate provisions for a public branch library. Thus, in Kansas City, where the library is under the control of the board of education, eleven branches are in grade school buildings and four in high schools. In Grand Rapids, where the library is a school district organization (though the library board is an independent body, elected directly by vote of the people), and where the title to all library property is vested in the board of education, twenty-two of the twenty-three branches are in school buildings. "Every new school building" in Grand Rapids "containing twelve or more rooms, is built for branch library service, serving both the school and the community. The school people and the public take it for granted that a large new school building means also a new branch library. There is constant pressure to get libraries into the smaller schools."

Among 228 public branches in school buildings, reported by the fifty-one libraries, ninety-nine have separate entrances leading direct from the street to the library room. Separate buildings on the school grounds are occupied by the three school branches in Kenosha, Wis., and two of the three in Joplin, Mo., have been temporarily thus accommodated. Separate entrances are provided for all of the school branches in Grand Rapids and in Kansas City, and in several other cities where only a few of the branches are in school buildings.

Approximately half of the libraries (twenty-eight in fifty-one, including several which did not answer the question), report no conflict between the public use of their school branches and their use by the pupils. That their use by the

public interferes, to some extent, with the development of proper service to the school, is reported by five; that the school service interferes with the service to the public is reported by twenty-two, many of whom, however, indicate that the interference is only occasional, or is felt only to a slight extent. The following are among the few specific reports on the relationship between the two features.

Dayton reports: "School service interferes with the proper development of the public features, in all school branches, by limiting the hours they are open to the public and by producing the impression that their service is for school children only; in branches which share the room with school classes, by limiting the space available for shelving, equipment, and display, by preventing arrangement of the room to best advantage for use by the public, by disarrangement of the books by constant use during school hours, and by conflict of school architectural requirements with the requirements of a library room."

Grand Rapids: "There is occasionally, perhaps, some interference during school hours, but it is not great either way, as most of the public work is done after school hours. The branch library rooms are so arranged that they can serve as reading rooms for the children during the school day, and as reading and library rooms for the adult community during the day, the evening, Saturdays, and all school vacations, except certain legal holidays, both afternoon and evening. Separate entrances and separate heating facilities are provided for the community uses while the schools are not in session. In a large high school building, especially where the pupils use chiefly books for adults, the great difficulty lies in the fact that at the close of the school day the new books most desired by the public have practically all been taken by the pupils. This is especially true of fiction. We often hold

back a lot of the new fiction, and do not put it on the shelves until after the school pupils are gone, but after the books once get into circulation in a school where there are a couple of thousand high school students these things disappear rapidly."

In Kansas City, believing that there would be a possibility of conflict between public and school use in a school located in a business district, all of the school branches are in strictly residential districts. "Our experience is that there would be more likelihood of such conflict between the two uses in a high school library, in a business district, than in a grade school branch. In the high schools the study periods provide the opportunity for real library use, although the libraries are not used as study halls. Our largest separate branch is five blocks from senior and junior high schools. It has very few patrons in the morning. In the afternoon and evening the students come in such numbers that there is a tendency to crowd out the less tenacious of the general public. In a high school branch much of the school work is done during morning school periods. We find very little desire on the part of the general public to use the library in a residential section in the morning. Besides the economy of the plan, which makes it possible to build from three to five branches in schools for the cost of one separate library building, the wider use of the school plant has a strong appeal to the taxpayers."

Other comments, from those who find some conflict between school service and community service, are: "School use makes the reading room too noisy for use during certain hours"; "the general public will not use the school library"; "the room is likely to be monopolized by children during some hours"; "the libraries are not popular in the school location,

and we strongly believe in keeping adult work away from the schools where possible."

The reports indicate that there is little uniformity of practice in regard to the division, between the school board and the library board, of the expenses of maintaining public branches in the schools. In many cities the maintenance of public branches is very closely connected with the maintenance of branches or collections for school use only, and all questions of maintenance and operation of school branches, whether public or non-public, are therefore discussed below (pages 163-72) in the section on school library work in general.

Much information concerning public library branches in school buildings is contained in the *Bulletin* of the St. Louis Public Library, July, 1922, which was devoted exclusively to this subject. A similar study of branch libraries in field houses appeared in the *Bulletin* of this library, July, 1926.

Hours open.—In most of the libraries reporting, the hours open are not the same in all branches, but vary to some extent according to the size of the branch or the character of the district in which it is situated. The hours during which the reported branches are open are as many as forty-two a week (the minimum adopted for the purpose of the tables on pages 109-10) in only 68 per cent. of the libraries reporting in Class A (more than 100,000 volumes); in 46 per cent. of Class B (50,000-100,000 volumes); and in 39 per cent. of Class C (20,000-50,000 volumes). The hours reported for "sub-branches" vary from two to fifty-four; less than 40 per cent. of the libraries which report sub-branches (26 out of 70) have them open as many as eighteen hours a week.

Only eighteen libraries in all classes report that their branches are open on Sundays, and in many of these cities some of the smaller branches, as well as branches located in

school houses or in purely business districts, are not open. The most usual Sunday hours are two, three, or four hours during the afternoon, as in Brooklyn, Evansville, Kansas City, Knoxville, St. Louis, San Francisco, and Worcester. In New Bedford the branches were formerly open, except in summer, from 2 to 8 P.M., but it was found that their largest use was by those who were interested in the Sunday papers, especially the so-called comic sections, and at present the branches are closed on Sundays. Of the libraries mentioned above, only Brooklyn, Evansville, and St. Louis open their branches on holidays; several others, which do not open on Sundays, are open on certain holidays, either for several hours, as in Chicago, or for the regular week day hours, as in Louisville, New Haven, and New York. In Brooklyn the branches are open from 4 to 6 P.M. on all holidays except Christmas, when they are open from 10 A.M. to 12 M.

II. ADMINISTRATION

Supervision of branches.—Among fifty-six libraries of Class A, twenty-five report that they have a member of the staff who acts as supervisor or superintendent of branches. A similar position is reported by ten libraries among forty-six in Class B, and by one library of Class C. Obviously, the nature of this position and the amount of the supervisor's time which it requires are determined largely by the number of branches, their size, and the number of assistants. In some of the smaller libraries, where branches and stations are few and small, and perhaps operated by assistants with slight training, the details of supervision may be entrusted to one member of the staff, perhaps in connection with the work of the children's department, school or class room libraries, or some other department. In larger systems the supervision and direction of the branches may require the full time of

one person, or it may be combined with the supervision of all extension activities, including stations, traveling libraries, etc., as well as of the branches.

The duties of the branch supervisor usually include either limited authority or advisory responsibility in connection with appointments and transfers of staff members at the branches; general supervision of the branch buildings, unless the library has a superintendent of buildings; and supervisory responsibility for the administration of the branches in general. In most of the large libraries there is also some measure of supervision of branch book orders. Thus, in Cleveland all book orders for the branches must receive the approval of the supervisor; at Denver and at Los Angeles orders are determined upon at branch meetings, with the advice of the head of branches and, in Denver, the head of the order department. In Detroit new books are ordered by the branch librarians from the lists of books purchased for the central library; the superintendent of extension work serves on this committee, and all replacement orders pass through his hands.

Practice is rather evenly divided in regard to the supervision and direction of work with children at the branches. In Chicago, Grand Rapids, Oakland, Portland, Ore., St. Paul, and several others, it is under the direction of the supervisor of branches; somewhat more frequently it is under the superintendent of work with children, as in Boston, Brooklyn, Cleveland, Detroit, Indianapolis, Los Angeles, New York, Pittsburgh, and others. In Cincinnati it is under the direction of the supervisor of children's work, who is first assistant to the superintendent of branch libraries, this organization being planned to avoid the separation of the work with children from the general branch administration. In Denver the supervision of children's work is combined with the supervision of branches in one position, known as head of branch-

es. In Seattle the children's work is under the superintendent of branches, but the superintendent of children's work acts in an advisory capacity; in Kansas City it is under the superintendent of children's work, with the advice of the superintendent of branches.

The following reports are illustrative of the duties of the branch supervisor in some of the large libraries.

Boston: recommendations in regard to appointments, book selection, and general administration; speaking at neighborhood meetings; visiting branches; preparing textbooks for instruction in library technique; holding staff and committee meetings.

Cleveland: recommendations concerning branch appointments; supervision of book orders; consultation with branch librarians as to staff, special activities, neighborhood relations and publicity; meeting with branch committees, conducting staff meetings of branch librarians, and speaking at staff meetings held in branches; advising branch assistants as to their work; approving repairs for building and furniture; yearly and monthly reports; vacation schedules and substitutes, etc.

Indianapolis: in addition to the more usual duties, the supervisor has charge of the daily schedules and of vacations for the entire library, and other miscellaneous duties.

In Oakland the supervisor of branches has charge of ordering, accessioning, and cataloging the books for branches. The cataloging and filing for the individual branch catalogs is done by assistants in the branch department, and also for the union catalog of the branch collections, which is kept in the office of the branch department.

Among libraries with ten or more branches which have no supervisor of branches are the following: Dayton (supervisor of school branches only); Louisville (heads of various

departments, reference, circulation, etc., have charge of their work in the branches); Queens Borough, N. Y.; Rochester; St. Louis; and Toledo. In Brooklyn the branches are under the supervision of the assistant librarian, in so far as appointments, transfers, and general administration are concerned. In Dayton the heads of two Carnegie branches rank with department heads, and report to the librarian in regard to personnel assignments, transfers, substitutions, time schedules, etc. The supervisor of the eight school branches gives full time to relations with principals and teachers, personnel efficiency, library statistics, school curriculum, etc., and reports to the librarian. In Queens Borough there was a supervisor of branches until 1926, when the title of the position was changed to "Chief, Adult Circulation." This chief exercises all the functions of a supervisor of branches, making recommendations on appointments, transfers, and other matters connected with the circulation department. Matters of general administration are for the director's recommendation and for approval by the executive committee of the board of trustees. In all of the libraries mentioned above, the work with children at the branches is under the direction of the head of the children's department or supervisor of children's work.

The reports seem to indicate that practice is rather evenly divided between requiring as great uniformity as possible in the administration of the several branches, and leaving as much as possible to the initiative of the branch librarians. In most cases, however, the actual difference between these policies is apparently not great. With few exceptions, the general practice is apparently designed to secure uniformity in the chief essentials of administration, and to leave less essential details, not directly affecting the branch's relation with the public or with the library as a whole, to the initiative

of the branch librarian. Some of the reports which illustrate what may be considered the most usual practice in regard to uniformity, with a few which indicate some tendency toward one extreme or the other, are as follows.

Bridgeport: all branches follow the same rules and methods, but in publicity and in contact with the public each librarian uses her own methods; Buffalo: we have uniformity in routine work, but individual initiative is encouraged, and the supervisor approves or disapproves of plans; Cincinnati: matters of policy are left to the branch librarian, subject to the approval of the supervisor; Cleveland: uniformity in essentials, in general methods and policies; Denver: we try to be uniform in the main essentials, and leave initiative and originality to the branch librarian; Los Angeles: uniformity in all respects, so far as possible, but the branch librarian exercises her own initiative in all plans for local publicity work, first conferring with the principal of the branches department; Minneapolis: the general rules are made as uniform as possible, but the branch librarians have considerable latitude in applying rules and in regulating routine work and schedules, staff meetings, etc.; Portland, Ore.: we try to have uniformity in essentials, but leave to the branch librarian such matters as community work, posters, club work, story hours, etc.; St. Louis: uniformity in all matters in which lack of uniformity might confuse the public; Seattle: uniformity so far as possible, because of constant interchange of assistants. Through the clearing house of weekly meetings for branch librarians all try to adopt suggestions that any branch has found useful; Washington: rules governing use of the library and privileges of readers, and routine methods of circulation, are uniform, but in other matters latitude is permitted and encouraged; Worcester: we stand

for individuality and branch library initiative, rather than for uniformity.

That there is fairly general agreement as to what constitutes the chief essentials, uniformity in which is desirable, is indicated by the following:

Among the libraries which leave as much as possible to individual initiative, uniformity is required in regulations governing the use of the branch in all except Atlanta, Bridgeport, East Orange, and Gary.

Uniformity in regulations governing the staff is required in all except Bridgeport.

In methods of performing routine work latitude is more frequently allowed, but only seventeen among eighty-four report that such matters are left to the initiative of the branch librarian. Among these are Boston, Des Moines, Detroit, Indianapolis, Long Beach, Rochester, St. Louis, Wilmington, and Worcester.

The authority of the branch librarian in regard to appointment, transfer, or dismissal of assistants is usually limited to an advisory function, but many of the reports indicate that her recommendations are requested, and are ordinarily followed if possible. Thus Denver reports that the branch librarian is always consulted as to appointments or transfers; Washington, that the staff members are appointed, dismissed, or transferred by the chief librarian on recommendation of the branch librarian and the assistant chief librarian; Worcester, that the branch librarian has no direct authority, but that her suggestions are always given careful consideration and in most cases are followed. Several libraries, including Bridgeport, Cleveland, East Orange, Gary, Grand Rapids, Los Angeles, and Toledo, report that the branch librarian has authority to appoint or dismiss pages, with the

approval of the librarian or of the supervisor of branches.

Practically all of the reports state that in the assignment of work among the assistants the branch librarian has complete authority. At Flint the assignments are made under some supervision from the superintendent of branches; at Los Angeles the branch librarian assigns duties to each member of her staff, but submits a schedule of the assignments whenever requested by the principal of the branches department, and is expected to exchange duties occasionally so that each member of the staff may have some familiarity with all parts of the work. At Long Beach the work of children's librarians is assigned in co-operation with the supervisor of children's work, and in East Orange children's librarians can be assigned to adult work only with permission.

Receipts from fines and other sources, in most of the libraries reporting, are sent to the central library either at regular periods or when a certain amount of money has accumulated. A few send them every day; a larger number, once a week; and a majority, once a month. In Indianapolis they are sent when one dollar, approximately, has accumulated, in Berkeley when they amount to five dollars, and in Champaign, Ill., when they amount to ten dollars. In Cleveland, Detroit, and some of the branches of Newton, Mass., the money is deposited in a bank, and accounts are submitted to the central library once a month; in Toledo all branches make deposits once or twice a week in one bank which acts as a depository bank for the entire library, and duplicate deposit slips are sent to the library's book-keeper. A few of the smaller libraries permit each branch to keep its own receipts and to use them for incidental expenditures.

A majority of the reports state that daily record slips are kept at each branch, giving an itemized record of all receipts from the various sources. These slips are sometimes

sent to the central library with the money, and sometimes only a summarized statement is sent, recording merely the total amount received under each item. In St. Louis all receipts are entered on an autographic cash register roll, and these rolls are sent to the central library either daily or two or three times a week. Many libraries keep a permanent itemized record in a cash book; Cincinnati enters in such a book the name of the borrower, as well as the amount collected. In East Orange, Oakland, and San Diego the cash books are audited once every month by the central library. In Detroit no itemized record is kept of individual fines, but for money received in payment for lost books a receipt is made out in triplicate, one copy for the borrower, one for the central library, and one for the branch.

In most of the libraries reporting the branch librarians are not held responsible, financially, for discrepancies between the cash records and the amount accounted for, or for theft of money from the branch. In Boston, Evansville, and St. Louis they are held responsible both for discrepancies and for theft, and in Cleveland, Kansas City, Los Angeles, New York, and Queens Borough if the loss was due to carelessness. Several others, including Atlanta, Berkeley, Bridgeport, Indianapolis, Oakland, Pittsburgh, St. Paul, and Utica, hold them responsible for discrepancies but not for theft.

Branch book collections.—Nearly half of the libraries reporting state that the central library contains a copy of all books that are bought for any of the branch collections: among these are Boston, Bridgeport, Cincinnati, Dayton, Louisville, New Haven, Pittsburgh, St. Paul, San Francisco, Seattle, and Washington. Many of the others, including Buffalo, Cleveland, Denver, Grand Rapids, Kansas City, Portland, Ore., and St. Louis, report that the only exceptions to this policy are books in foreign languages, purchased for

branches which have a large foreign constituency. In Grand Rapids such books are cataloged as part of the main library's collection, and are considered as a deposit at the branch; it sometimes happens that all, or a large part, of a foreign group shifts from one section of the city to another, and it is then easily possible to transfer the books accordingly. Still others only occasionally buy for a branch a book which is not available also at the central library, and usually only when some book of limited interest is needed at a special branch or for some special need. In Los Angeles, for instance, a book on shipping, which the central library does not need, may be bought for a branch near the harbor, but such purchases are made only with the approval of the head of the department to which the book would ordinarily belong; the main catalog lists all titles which are at some branch but not in the main library with a note, "Branches Only," on the catalog card. A few libraries, including Evansville and Oakland, report that they frequently buy for branches books which are not placed in the central collection, and New York reports that approximately 8 per cent. of the books in the branches are not in the circulation department at the central building.

Many libraries report that their branch book collections are more or less systematically weeded out at regular times, either twice a year, as at Duluth, Evanston, Sacramento, and Scranton, or once a year, as at Detroit, Kansas City, St. Louis, San Diego, San Francisco, and Utica. Approximately an equal number report that it is done only irregularly, as shelf space or other considerations may require, or that it is largely a gradual, continuous process. In Brooklyn it is done systematically every three years.

In approximately half of the libraries reporting the branch librarian is given full authority in regard to discarding books from the branch collection. In the others, discarding is

done either by the repair department or under a greater or less degree of supervision or revision by the librarian, the head of the binding and repair department, or the order department. Thus, in Evansville, the final decision rests with the superintendent of branches, but the branch librarian makes recommendations; in Indianapolis the branch librarian indicates her wishes, but the supervisor of branches or the supervisor of children's work makes the final decision; in Los Angeles discarding is done by the head of the branch department in conjunction with the branch librarian, who is present when the decision is made; in Portland, Ore., discarding done at the branches is revised at the branch office; in St. Paul books are sent to the repair department, where they are repaired or discarded.

These reports relate primarily to books which are discarded because of worn condition, and to surplus copies, rather than to titles which may be considered unnecessary in the branch's collection. Grand Rapids reports that a branch librarian may remove books from the branch but not from the library system, and New York, that the branch librarian has final authority except for the last copy in the system. In most of the libraries reporting books no longer needed at a branch are sent to the central library, and unless unfit for further use anywhere are transferred to another branch or held for possible transfer later. Several libraries, including Brooklyn, Cincinnati, Denver, Pittsburgh, Portland, Ore., St. Louis, Syracuse, and Utica, maintain a permanent stock room or duplicate room in which such books are kept until needed, or until they are eventually discarded and disposed of as waste paper, by sale, or by gift to smaller libraries.

In Queens Borough, N. Y., all books that are so worn as to be of no further use in the library are withdrawn from circulation, and after inspection are discarded and sold as old

paper, or if not too badly damaged are sent to isolation hospitals and pest houses. Books which have not been circulated for five years may be withdrawn from circulation, and may be assigned to other branches on application of the branch librarians, or to the extension division for circulation in small stations and village collections, or, if of sufficient value, may be placed in a central reserve collection, where they are available for public use on application to the branch librarian of any branch.

The New York Public Library has a central reserve collection at its main building, where books are kept which have outlived their usefulness at branches but are still too valuable to be discarded. This collection is not merely a store room, but is in reality a collection of about 80,000 volumes, which are as readily available for use as the books in the branches.

Rockford, Ill., has a "branch collection" at the central library, consisting of duplicate copies of adult books from the main collection, and some of the best of the popular nonfiction. These books are lent to the branches for from three to six months. Any branch librarian may return titles which are no longer needed, and select others from this collection. If a book proves so popular that all branches want it, it may be transferred permanently to one branch, and additional copies are purchased for the others.

Interbranch loans.—A more or less definite system of temporary loans to branches, to meet requests for specific books or for further material than the branch's collection may contain, is reported by all but a very few of the libraries of Class A (more than 100,000 volumes); by approximately half of the libraries of Class B (50,000-100,000 volumes); and by several of the smaller libraries. Most of the reports, however, from the libraries of less than 100,000 volumes, indicate that requests are not frequent enough to require a

very definite system. Similar reports are made by several of the larger libraries. Among those of Class A which report no definite, organized system of interchange are Nashville, Peoria, and Wilmington, Del., but all of these report that books are lent occasionally, on request, either from other branches or from the central library.

In all of the libraries reporting, books of reference, fiction, and non-fiction which is in great demand, are not obtainable through the interchange system. In most of the libraries books will be lent either from the central library or from one branch to another, but in general the practice is to fill all requests from the central library if possible. In Memphis and in Newton, Mass., all loans are made from central. Denver, Indianapolis, New Haven, and Portland, Ore., report that loans from one branch to another are only occasional, but are made whenever requested if the books can be supplied. In St. Louis it is estimated that nearly five per cent. of the total number of loans are from one branch to another; a large proportion of these strictly interbranch loans are books in foreign languages, since several branches contain either all or the largest part of the library's collection in certain languages, and are therefore the chief or the only source of supply for books in those languages.

In Syracuse, loans are made by the main library to the branches, and also from a collection of books which are used only for loans to branches. This collection consists of duplicate copies of new and rather expensive books which can not be spared from the main library. When no longer needed in the interbranch collection the books may be placed permanently in the main library's collection or in some branch. Los Angeles has an "open shelf" collection in the office of the branch department, and Portland, Ore., has a large "exchange" collection at the central library, from which

many requests from branches are filled. New York draws upon its "central reserve" collection, as well as on the branches, including the circulating branch in the central building. Cleveland lends, through the branch loans division of the main library, either from the main library or from one branch to another, or from the branch department's collection. In Brooklyn, where the department of library extension has charge of the interbranch loans, certain non-fiction titles which are in great demand, and are too expensive to duplicate extensively, are added to the library extension department's collection for the purpose of interbranch loans; such books are not used as a part of the regular traveling library collection so long as there are any requests from branches.

In the libraries where interbranch loans are not so numerous that a more definite, formal system is required, requests are often looked up by the branch librarians themselves in connection with a weekly or semi-weekly or daily visit to the central library. In others, where the number of requests is larger, they are usually sent to the central library by mail, either daily or two or three times a week, or, if urgent, are made by telephone. Requests for loans are ordinarily handled by assistants in the circulation department, the department of branches, of stations, or of extension work. In Brooklyn, Chicago, New York, and Queens Borough, N. Y., there is a separate interchange or interbranch loan department or division.

The following outline of procedure, abridged from the staff manual of the Brooklyn Public Library, illustrates the principal features of an extensive system of interbranch loans in a large system of branches.

If a book desired by a borrower is not in a particular branch and *no other book in the branch collection will answer the purpose,* a

request for the book may be sent to the interchange division, and if it can be borrowed from another branch it will be forwarded to the branch requesting it. In order that efficient service in the interchange of books may be secured, branches must co-operate to the fullest extent by giving the requests received from other branches the same attention and the same prompt response which would be afforded borrowers at their own branch. At the same time, it should be remembered that the interchange service is designed to *supplement* the resources of a branch, and it should not be depended upon for books which should belong to the branch collection.

The following classes of books should not be requested: reference books; juvenile books, when requested by children; books temporarily absent from the branch collection—at the binder's, for example—unless urgently needed; books which ought to be in the branch collection, except when the borrower desires the book for *immediate* use; new and popular fiction.

In general, requests for books should be sent by mail, but may be telephoned if the case is an urgent one. The branch librarian or the senior assistant should look over the interchange requests before they are mailed each night, in order to correct or withhold wrongly spelled, incomplete, ambiguous, or unnecessary requests.

The interchange division will endeavor to fill all requests for books as promptly as possible, and whenever the book is not found to be available at any of the branches, will request a branch to reserve the book. The branch receiving the request for reserve should return the blank promptly to the department of library extension, properly checked to show what disposition has been made of the request, and dated to show when the book was forwarded or reserved. If the book was overdue at the time it was reserved that fact should be noted on the reserve slip.

If the book asked for is in constant demand, it need not be lent to another branch, but the request should be granted *whenever the book can possibly be spared.*

Reserve postals already on file take precedence over a request from a branch; a request from a branch should be treated as an additional request for a reserve.

As soon as the book is sent to the branch which requested it a

report that it has been sent should be made to the interchange division.

The borrower shall be notified, without charge, of the receipt of the book requested through interchange or of the final report made on his request. If no report on a request is received within seven days, not counting Sundays or holidays, a second request should be sent at once.

Books borrowed through interchange may be held at the branch for not more than three days, and if not called for in that time shall be returned to the branch which loaned them. All books loaned to branches shall be sent by the expressman.

A book shall be charged to a branch the same as to an individual, and the branch receiving the book shall charge the book to the borrower upon the card provided for the purpose. These cards shall be filed in with the regular circulation. The branch which issues the book to the borrower and not the one which charges it to another branch shall count the book in circulation. A separate record shall be kept of books loaned to or borrowed from other branches.

The same rules in relation to length of loan, renewals, etc., which apply to individuals also apply to the loan of books by one branch to another, except that, in general, a week's extra time should be allowed for the transportation of the books between branches; in the case of stations not on the regular express route, two weeks should be allowed. All fines collected on books borrowed from other branches, including those for lost or damaged books, shall be retained by the branch collecting the fine, and notice of the receipt of the money for lost or mutilated books sent to the branch to which the books belonged.

When one of its own borrowers or another branch requests a branch to reserve a book which it has loaned through interchange, a notice that it has been so reserved should be sent to the branch to which it has been loaned, so that a renewal will not be granted if requested. When books borrowed through interchange are renewed by a borrower, the branch from which the book was borrowed should be notified. No borrowed book should be renewed for a *second* time unless permission is first obtained by telephone from the branch which loaned the book.

In Brooklyn and in several others of the large branch systems, after the names of the branches owning requested books have been ascertained the requests are filled by telephoning to these branches. The branches owning the books are requested to send them to the branches asking for them, or, in some cases, to the central library, for re-forwarding to the branches where they are wanted. In Detroit requests which can not be filled from the central library collection are sent to designated branches. If the book is on the shelves when the request is received it is sent directly to the branch requesting it, and the interloan desk at the main library is notified by telephone. If the book is in circulation the interloan desk is notified by note that it has been reserved, and is again notified by telephone when the book becomes available and the request is filled. Each individual branch is solely responsible for the filling of each request that is sent to it; if unable to fill a request at all a note to this effect is sent to the interloan department, stating the reason. This department keeps a file of these notices, so that the requests are not repeated on future occasions. In Minneapolis a list of books requested which can not be sent from central, is sent to all branches twice a week, and books that can be supplied by any branch are sent to the branch department on the next delivery, and are forwarded by this department to the branches which want them. In New York requests are taken by the messenger to the various branches in turn until the books wanted are either secured or are not found on the shelves at any branch. If any book is not obtained in this way a request to reserve it is sent by the central interbranch loan office to one of the branches which own the book.

Many of the large libraries make deliveries of books, supplies, etc. to the branches by a truck or car owned and operated by the library, the frequency of deliveries depending on

the needs. In Boston and in Somerville service is secured under a contract with a commercial transfer company, which provides in Boston for two visits daily to each branch, and in Somerville for one visit daily. Commercial transfer companies are regularly employed also in Buffalo, Long Beach, Omaha, and Worcester. In many libraries small shipments are taken by janitors, messengers, or pages, and commercial transfer companies are employed when needed for larger shipments.

In practically all of the libraries reporting, the reference work at branches is not under the supervision of the central reference department, except as the branch librarian or the branch reference librarian may have occasion to call on the main department for material which the branch can not supply, or for assistance or advice in handling specific questions. Several, including Berkeley, Louisville, New Bedford, Utica, and Washington, report that the reference librarian at the central library has supervision of the branch reference work, but the supervision is mainly of this advisory and co-operative nature.

When a reference request can not be met from the branch's collection, several libraries, including Berkeley, Memphis, and Worcester, report that the reader is ordinarily referred to the central library. In Denver and in Grand Rapids brief information is frequently given by the main department by telephone, but if this can not be done the reader is referred to the central library. A large majority, however (approximately 80 per cent.), report that the request for information is frequently forwarded to central, in order that material may be sent to the branch for use there by the reader, and several indicate that this is regularly done unless the request is known to involve the use of strictly reference material. Requests of this nature therefore constitute an important part

of many interbranch loan systems. Detroit and New York report that such requests are usually handled through the interbranch loan, though the readers are sometimes referred to the central library. In Brooklyn, special forms are provided for questions which the reference department is expected to answer, and on these forms the requests are sent direct to that department, instead of to the interchange division. In Minneapolis, when the resources at a branch are not sufficient to meet a request, the question is sometimes referred to the reference assistants in the branch department, who send available circulating material as soon as possible to the branch requesting it; and sometimes the reader is referred directly to the main reference room. The branch reference work is not under the supervision of the main reference department, but branch librarians often call up either that department or some of the special departments for quick service to a reader who wants immediate information.

Branch registration.—In the registration of borrowers at branches or stations, either a system of central registration may be employed, or a system of separate, or individual branch registration. Replies to the questionnaire, however, indicate that there is no uniform understanding of what these terms signify.

In this report the term "separate registration" is used to signify that each branch registers its own borrowers, issues its own cards, and keeps its own registration records, independently of the main library and of other branches, and that no records of its borrowers are kept at a central registration division. Under a system of separate registration a borrower may ordinarily have a card at as many branches or stations as he may desire, and a card issued at one agency may not be used at any other. Books must ordinarily be returned to the same branch from which they were borrowed. In some li-

braries, notices of all large delinquencies incurred at any branch are sent either to all the other branches, through the central library as a clearing house, or to the neighboring branches, in order to prevent a borrower from using some branches while debarred from using others. Some, however, report that very few borrowers care to use more than one branch, and that this precaution is considered unnecessary.

Separate registration, as here defined, is used by approximately 15 per cent. of the libraries reporting: by six among fifty-one of class A, and by eight among thirty-seven in class B. Among these are Brooklyn, Chattanooga, Davenport, Queens Borough, N. Y., St. Joseph, and Worcester, in all of which a borrower may have a card in as many branches as he desires, though Chattanooga and Worcester report that few avail themselves of this privilege. The same rule applies in Rochester, but one card is good at all branches and ordinarily a borrower is not supposed to have more than one card, and there is no particular inducement for him to want more, except that sometimes a second card is issued for use at the business branch only.

The term "central registration" is used, in this report, to signify that the central library maintains a complete union file of all cardholders, whether their applications were received at the main library or at any other agency; a borrower may have only one card (or one set of cards, if different cards are used for different purposes), and may use this card at any agency. In thirty-two libraries, among seventy-four which, under this definition, have a system of central registration, books may be returned to the main library or to any branch, regardless of where they were obtained; in the others, the rules require that the reader return them to the agency where he borrowed them.

In several libraries each separate agency has its own series of registration numbers, and issues its own cards, but a union file, with which all applications are collated before cards are issued, is maintained at the central library. Such a system combines some features of central registration with some of separate registration, as the terms are used in this report, giving a central record of individual branch registration. In Atlanta, for instance, each library agency has its own series of card numbers, and does its own registration work. At the main library a union file of adult borrowers is kept in the lending department, and a union file of juvenile borrowers in the children's department. An application for a card at a branch must be checked with the union file before a card is issued. The branches are not open in the morning, and this work is done by the branch librarians, who are at the main library during the forenoon. A borrower may use his card at any agency. If he wishes to transfer his membership from one agency to another, he is given a new card number at the second, and all records of his membership at the first are cancelled.

Ordinarily, under central registration, all applications are sent to the central library, and are there collated with the union file, and all borrowers' cards are issued from this central registration division. Many minor differences of method are reported, in the application of such a system, the chief of which are indicated below:

In forty-four of the seventy-four libraries reporting (including Boston, Chicago, Detroit, Indianapolis, Los Angeles, Minneapolis, and Seattle), either the original application is kept at the branch where it was made, and a duplicate is sent to the central library; or a duplicate is made for the branch's files and the original is sent to central. In most of these libraries duplicate numerical cards are also made, so that the

branch has duplicate records of its own borrowers both under names and under registration numbers. The duplicates, in some libraries, are made at the central registration desk and are sent to the branch with the borrower's card; in some, they are made at the branch and are held there until receipt of the borrower's card from central, when the card number is added to the application and to the numerical card, and these are placed in the regular files.

In seventeen of the seventy-four libraries, a numerical record only is kept at the branch, and the application is filed in the union alphabetical file at central. Among these are Des Moines, Evansville, Grand Rapids, New Haven, and Somerville.

In thirteen of the seventy-four libraries, no records at all are kept at the branches, and all overdue notices are sent from the central library. Among these are Cincinnati, Decatur, Memphis, St. Louis, and San Francisco.

The following report from Utica sets forth some of the advantages and disadvantages of both central and separate registration, as seen by that library, where a central system has recently been adopted in place of the separate registration which was formerly used. The system now used is as follows:

> The applicant is questioned about having had a card at any other point in the system, and identification is required. Two applications are filled out, one for the branch and one for the central file. A card is made out at once if identification is satisfactory, but is held at the branch until reported O. K. by the central registration desk.
>
> The reasons for changing from separate to central registration were to have a complete record at one point of all borrowers in the city, and to include non-resident borrowers; to prevent duplication of registration, which insures a correct record of live member-

ship. Since a card is honored at all branches and at the main building, readers are not inconvenienced.

Advantages of separate registration:

A. To Library.

1. Branch is a more independent unit.
2. Saves time in consulting other records.
3. Branch registration likely to be larger.
4. Less filing is required.

B. To individual.

1. Time is saved for the applicant, since only one form has to be filled out.
2. Borrower is given a card at once.
3. Borrower may have as many cards as there are branches.

Disadvantages of separate registration:

1. Borrower may incur fines at one point and be in good standing elsewhere.
2. Impossible to assemble correct statistics quickly when several files, instead of one union record, must be consulted.

Advantages of central registration:

1. Reader's card is held until report is received from central registration desk, so that in case of delinquency time is saved in recalling and recovering a card that has been issued.
2. Accuracy obtained through this slightly longer process justifies additional expenditure of time.

Disadvantages of central registration:

1. Requires additional time for necessary routine in taking application (two applications being filled out instead of one).
2. Routine required to send applications to central file, by mail or messenger, for comparison.
3. Delay in filing branch applications until report has been received from central registration desk.

We find that the matter of overdues is not complicated if readers are required to return books to the points where they were issued. Different colored inks are used in charging, to indicate location.

III. OTHER EXTENSION AGENCIES

Delivery stations.—The delivery station (see definition on page 104), is utilized as an extension agency by very

few of the libraries reporting: by several of less than 100,000 volumes, the reports from some of which seem to indicate some confusion between deposit stations, delivery stations, and traveling libraries; and by eleven libraries of more than 100,000 volumes. The only cities which report more than two or three delivery stations (using the figures reported on the questionnaire, for 1924 or 1925) are: Cleveland, 66; St. Louis, 59; Queens Borough, N. Y., 23; Jersey City, 12; Denver, 8; and Brooklyn, 7. In Cleveland and in Brooklyn the stations are not open to the general public. Among other libraries, reporting smaller numbers, are Indianapolis and St. Paul, each with three.

The delivery stations are in most cases operated by employes of the store or factory where they are established, but are sometimes taken care of in part by attendants from the library, who visit the stations at regular times. The general practice provides for the issuance of books under the same rules, in general, as those which apply at other agencies of the library, and for overdue charges at the library's regular rate per day, or sometimes at a somewhat lower weekly rate. Circulation records are obtained either from a report sent to the library once a month, or from a count of the charges on the book cards, made by one of the library staff on her regular visits. Operators of the stations are ordinarily not required to pay for books that are lost or damaged while in their care.

The owners of the stores, or other places where delivery stations are maintained, are not paid by the library for taking charge of the books in Brooklyn, Cleveland, Indianapolis, or St. Louis. In Denver rent is paid for the space occupied by one of the eight stations; Queens Borough pays, on the basis of the amount of space occupied and the number of hours the station is open; Jersey City pays one-half a cent,

and St. Paul one cent, for each volume issued from the station.

Deposit stations.—Deposit stations (see definition on page 104) are reported by 40 libraries among 54 in Class A; by 32 among 49 of Class B; and by 38 among 82 in Class C. The stations of different libraries differ so much, in size, clientele, and methods of administration, that the following reports are cited as illustrations of the deposit station as it is conducted in various cities. Most of the deposit stations which are not open to the general public are collections which formerly would probably have been called traveling libraries (see below, page 153). Because of the high degree of uncertainty which exists in nomenclature, it seems better to take the figures and facts exactly as given on the questionnaires, without inviting further confusion by attempting to bring the figures down to date or to bring the reports into closer harmony.

Brooklyn reports ten stations, all open to the public. Owners of the stores in which the stations are maintained are paid $5 a month for rent and for the circulation of 300 volumes, and one cent for each volume circulated above that number. Stations are usually visited once a week, and very busy stations twice a week, by one of the library staff. Weekly deliveries of new books are made to each station.

Chicago reports 275 stations, of which 88 are open to the public. The owners of the places where public stations are operated are paid two cents for each volume issued. Each station is visited about four times a year by one of the library staff. Exchanges of books are made at irregular intervals, and the collections are increased or decreased according to the demand.

Cleveland has six community deposit stations, which are open to the public, and 38 non-public stations. One depart-

ment store employs a woman three hours each day to take charge of the station, and another employs a full-time librarian; two of the community stations are cared for by one of the library staff. All stations are visited from the library several times a year, according to the need. All stations receive from ten to twenty books each week which are new to their collections, and each station returns, every week, books which are not read. With the exception of the very large stations, the collections are changed several times a year.

Minneapolis has two stations (practically sub-branches), with a library attendant, and rental paid for space; forty-four stations in business houses, factories, etc., cared for by regular employes of the store, office, or factory; and twelve in hospitals, cared for by members of the library staff. Two large stations are open to the public; hospital and business house stations are open only to patients or employes. New books are sent each week to large stations, and as needed to the others.

Seattle has six stations in factories; three in hospitals; one in a construction camp; one store station, for employes only; and eight public stations in stores. The operators of these eight public stations are paid one cent for each volume issued. Stations are visited from the library, and the collections are changed in part, every two weeks.

The reports cited above illustrate various modifications of the same general principles. Less than one-fourth of all the libraries reporting pay the operators of the stations, and practically all of these pay only for stations which are open to the public. Many of them pay a fixed amount as monthly rental, varying from $5 to $10 a month. Others pay a fixed rate per volume circulated, either in addition to, or without, a monthly rent, the rate most frequently being either one cent or two cents a volume. In most stations overdue fines are

charged, at the same rates which apply at the main library or the branches. Several, including Buffalo, Evansville, and Memphis, do not require fines to be charged, and in Indianapolis and San Diego it is left to the option of the custodian. In some libraries borrowers' cards are not used at stations, and the books are charged by writing the names or the numbers of the borrowers on the book cards, or by some other simple method. Among the majority, which use borrowers' cards, practice is evenly divided between libraries where the cards may be used at any agency, including stations, and others where they are good only at the station which issued them.

The Carnegie Library of Pittsburgh makes the following agreement with business firms desiring a collection of books for the use of their employes.

"The library agrees to furnish a deposit of books for a year, relative in size to the number of persons to be served; to rebind and keep the books in order; to furnish materials for all library records and reports; and give the necessary instruction and supervision. The business firm agrees to furnish shelving and a suitable place in which to keep the books; to supply heat, light, and janitor service; to be responsible for damage, beyond ordinary wear, and to make good the loss of books borrowed through the station conducted for its employes; to provide the services of a suitable person who shall act as librarian, and make a brief monthly report to the library."

School and class room collections.—In all but a very few of the libraries of more than 50,000 volumes, and to at least some extent in a majority of the libraries between 20,000 and 50,000 volumes, collections of books are sent to the schools, either for use in class rooms or as a collection for the use of the school as a whole. Such collections are

used and circulated under the supervision of either the individual teachers, or the principal, or some teacher designated by the principal if the collection is sent as a unit for the whole school. Most of such collections are designed primarily for home use and for miscellaneous reading in school, but many include also many books required for collateral assigned reading. Textbooks, as such, are included in the collections in only a few libraries, and, in them, only to a limited extent.

In Ann Arbor, Mich., two distinct sets are sent to each public school at the beginning of each year: one set, called class room libraries, is made up of books requested by the individual teachers for their own use during the year; the other set consists of a larger collection, including books for all grades, which are issued to the children for home use by one of the public library staff who visits each school once a week.

The distribution and care of the books, in most libraries, is left almost entirely to the teachers or to the school librarian. A few libraries require that overdue fines be charged, and a few hold the teachers responsible for the value of books lost or damaged. A large majority, however, leave the imposition of fines to the discretion of the teacher-custodians, and do not require payment for lost books, although several state that in most cases the teachers voluntarily pay. Reports of circulation are sometimes made once a month, and sometimes the record is taken from the book cards when the books are returned.

The following description of the class room libraries or school collections sent by the library to the schools in Seattle, illustrates the fundamental features of this phase of extension work as it is carried on in many cities, although variations in detail are as numerous as the libraries reporting.

"While we do not have school branches, we do have perma-

nent collections of books in eight elementary schools, which serve as elementary school libraries. They are controlled entirely by the public library, and are used only by the children of the schools in which they are stationed. Five are placed in separate library rooms, and three are in class rooms. The cost of books is met by the public library. Each library is in charge of a teacher, with eighth grade pupils for assistants. Teachers and pupils give their services. An assistant from the schools division of the public library visits these libraries as often as possible, and general supervision is maintained by the schools division. School credit is given for pupils' work in the library, and at the close of the school year a certificate is presented by the public library to each pupil, in appreciation of his services.

"Books for these libraries are selected by the head of the schools division of the public library. Each collection is cataloged. Cataloging and filing are done by an assistant in the schools division. The collections are weeded out once a year. About three-fourths of these collections consist of miscellaneous recreational reading, and the other fourth is made up of collateral reading. Books are not borrowed from the main library to supplement the work. The libraries are open before school in the morning, and in some schools a period is assigned for each grade during school hours. They are not open during school vacation periods or on Saturdays. Books are charged for seven days, with a one-week renewal privilege. Only one book at a time may be taken. In some of these schools, groups of children come to the library room for a "library hour," under the supervision of their teacher. Stories are told and book talks are given in each grade once a month, by an assistant from the schools division.

Traveling libraries.—A traveling library, as defined by the *Survey* (see page 105), does not include class room or

school collections. Many libraries, however, apparently make no distinction between traveling libraries and class room libraries, and in others the traveling library is classed as a deposit station, not open to the general public. In Boston the term traveling library is used for a small collection of books on special subjects, such as drama, geology, India, etc., sent to the smaller branches on request, for assistance in local club work or other special needs. In Chicago, collections placed in factories, business houses, stores, clubs, churches, community and settlement houses, summer camps, and other places, for the use of the employes, members, frequenters, or inmates, are classed as deposit stations. Cleveland likewise reports that all its traveling libraries are organized as stations and are recorded as such. Brooklyn reports 1,024 traveling libraries, at 344 agencies, which include the class room collections with the collections sent to institutions of other kinds. In the lack of a uniform understanding of terms, the traveling library can be defined with even less certainty, to conform with existing practice, than can the sub-branch and the deposit station. A separate report on the traveling library as an extension agency is therefore impossible.

There is naturally no uniformity in the administrative organization of extension work. Several of the large libraries have a department of extension, which has charge of all extension activities, whether sub-branches, stations, traveling libraries, or class room collections. Others divide the work between an extension department, or a department of branches, and a schools division. In Chicago there is a supervisor of deposits and a supervisor of work with schools; in Detroit, an extension department, with an assistant who is chief of sub-branches and deposit libraries; in Grand Rapids, all extension work except school deposits is under the circula-

tion department of the main library; in St. Louis, all public agencies are under the chief of the stations department, and all quasi-public agencies under the chief of traveling libraries. Although no one library's administrative organization can be considered typical, the following description of the organization and the nature of extension activities in Indianapolis is illustrative, in a general way, of the part which extension work plays in many large and medium size libraries:

Our extension department has three distinct divisions of work:

1. The work with our branches, which includes all filling of requests by patrons for books not in the branch collections, and all not too detailed reference work for the branches which is done at the central library, as well as all packing and shipping of supplies, new books, rebound books, etc., back and forth between branches and central library.

2. The hospital library service, which is carried on entirely by a member of the stations department staff—the hospital librarian—under the direction of the head of the department.

3. The scope of the extension work proper, the main work of the department, is as follows:

Our delivery stations are placed in stores, etc., and are centers where readers in the neighborhood may bring their library cards with requests for books. These requests are forwarded to the stations department, where the books are selected, charged, and sent to the delivery station for the reader who asked for them.

Our deposit stations are of several classes. One class might be called traveling libraries. In this are included collections sent to fire stations, summer camps, etc., where a definite number of books is selected and sent regularly to the station in exchange for those already there. The department knows exactly how many volumes are sent regularly, whether ten, twenty-five, or thirty, and the character, whether all fiction is wanted, or all non-fiction, or a combination. No record of circulation is kept by the station.

Some collections are sent out for the use of classes of various kinds, selected by the teachers or leaders, and kept for four, six, or eight weeks. No circulation records are obtainable on these lots. Our deposits at the settlement and community houses are selected,

and administered, by one of the stations department staff. Each is opened by her regularly once a week for all who may come. She issues library cards to those not holding them, charges books, and holds a story hour for the children. These collections are refreshed as needed, and overhauled thoroughly each summer. Another, and the largest, class of stations, consists of stations placed in large factories, telephone exchanges, etc. Under direction of the stations department these are administered by employes of the factories, at hours chosen by them, and by their own rules (often supplementing collections of their own). These lots of books are changed, all or in part, some at stated times, and some upon request. Circulation records are kept on blanks furnished by the library, and figures are reported to the stations department on the last day of the month.

The school libraries division of the children's department is responsible for the work with elementary schools, public, private, and parochial. Its service consists in sending class room collections, including books for general reading and reference work on special subjects; supervising deposit stations in schools far removed from any branch; instruction and book talks in schools; school visiting, and other work with the teachers and pupils.

There is likewise little uniformity in regard to statistics of circulation from extension agencies from which no reports of actual circulation can be obtained. Some, including Cleveland, New York, and St. Louis, report that no estimates of circulation are ever made. Many others record an estimated circulation, figured by various methods: Birmingham, "very conservatively"; Brooklyn, Portland, Ore., and Seattle, one issue for each volume in the collection; Detroit, one issue per month for each volume in the collection. For books sent to schools, Chicago estimates a circulation of fourteen each week for each set of fifty books, basing the estimate on an actual count of the circulation of one hundred class room libraries, of fifty books each, in use for thirty-six weeks.

Book wagons.—In recent years service from a "book wagon," or book motor truck, has been developed in several cities, thus adapting an important feature of county library

service to outlying sections of the city, and, rather more frequently, to summer playgrounds.

Book wagon service in suburban or outlying communities is illustrated by the following report from New York, where regular routes are followed on Staten Island. The wagon gives three types of service: community stops, made once a week in summer; school stops, made once every week in winter; and house-to-house routes, which are covered once every month. The wagon is used also for delivering to Staten Island stations of the extension division. Approximately two hundred adult books and two hundred juvenile books are carried on each trip. The wagon is driven sometimes by a library assistant and sometimes by a page; in either case there is always a second person on the wagon, a library assistant in charge of circulation, and for school stops there is usually a third assistant. The initial cost of the automobile was $850. In the year 1925 the total circulation from the book wagon was 5,096, the cost of which was estimated as about thirty cents per volume. The following comment is made concerning the value of this service:

"There are two reasons why the book wagon fills a need on Staten Island that could not be adequately met by stations. The population is, for the most part, scattered, and in only a few places is there the community spirit necessary to the support of a station. Most of the population is, moreover, of the non-reading type. The book wagon, especially on the house-to-house routes, makes personal contact possible as a station would not, and with this contact comes the opportunity to stimulate a reading interest. It is this personal side—the human side—that makes the book wagon particularly valuable. The library ideal of 'the right book to the right person' is more nearly reached with the knowledge that comes

through these visits to the parlors and kitchens and gardens of the readers; especially as we would, doubtless, never see this particular type of reader if we waited for him to come to us.

"The house-to-house service was developed in the following way: Leaflets were distributed at the schools along the roads where a book wagon route was considered desirable. Emphasis was placed on the fact that the wagon would bring books for both children and adults. The route was made according to the addresses on the returned applications. Applications are carried on each trip for new borrowers who come through the desire to profit by the library at the door. Circulation is carried on much as it is at a library desk. Reserves are taken, and the books are brought on the next trip, or are mailed to the reader if they are especially needed."

The following report from Cleveland describes book wagon service which was given in the summer of 1926:

"The wagon was used for two definite purposes: to give book service in outlying districts not served by other library agencies, and as publicity for the library. The book wagon was in charge of a trained children's librarian, and for much of the time another assistant accompanied her, and there was also a driver. Besides the books they carried four green metal chairs, a small table, two blankets which were spread on the ground for the children to sit on during story hours, and a blue and yellow beach umbrella to be used as a sun shade—and for publicity.

"During the two months of July and August, weekly stops were made at three parks, one playground, and two sidewalk stops. Several orphanages were visited, five other playgrounds or fresh air camps, and four factories just at the noon or closing hour. No cards were issued before the second week, and none were accepted during the last two weeks,

but the total registration was 250. The total attendance, counting only those who actually used the caravan's resources, was 3,199, and the story hour attendance, 1,753; 803 books were circulated and 20 applications given out at the factories.

"In addition to the scheduled weekly stops, as many visits as possible were made to the places noted above, conspicuous playgrounds being chosen for reasons of publicity. The stations department was in charge of the book wagon."

In Dayton, where the fourth year of book wagon service has recently been completed, the service is described as follows:

"The book wagon has definite stations, and follows a definite program, with stated hours at each station. The stations are: schools, public and parochial; engine houses; grocery stores; factories; corners near neighborhood centers. A sample book wagon day's schedule is: Thursday: Westwood school, 10:30-11:45; Seybold machine shop, 12:00-12:50; lunch, 1:00-2:00; Fairview school and community, 2:30-3:15; St. Agnes Parochial school, 3:30-4:00; Dakota and Conover streets, 4:10-4:50. These schedules are published in the papers. At times, either at the beginning of the work or when the circulation has slumped, due perhaps to changing neighborhood conditions, the book wagon staff makes house-to-house canvasses on foot.

"We do not stop at drug stores. We had three stations in drug stores but the stores are usually crowded and need their space, and they object to the presence of children because they handle the goods.

"The book wagon starts out with from 550 to 600 volumes, and from sixty to one hundred magazines. A relay delivery truck meets the wagon at remote stations, with from two to three hundred additional volumes. Visits are made once

every week to each of thirty-five stations. The head of the book wagon division goes on the wagon, accompanied by a junior assistant (a high school graduate and former page), who drives, and helps men to select their books. The head of the book wagon does the desk work, receives registration, answers questions, promotes contacts with the public, selects books and talks to people, studies community trend and changes, develops station needs, connects book wagon readers with libraries, so far as possible, and meets reference calls. If an extra assistant is needed for charging, help is given by the relay driver, who is also a junior assistant.

"The initial cost of a half-ton truck was $623, including equipment. This was sold, after two years' use, for $281, and a one-ton truck, with equipment, was purchased for $783, and a delivery truck, which is used for branch deliveries and for the book wagon relay service, for $433. In 1926 the total circulation from the wagon was 85,850 volumes, and 3,146 reference questions were answered by research at the library and by carrying the books. The cost of the book wagon circulation was estimated at 7.6 cents per volume; all overhead, including books and cataloging, is charged to the main library."

Comparing book wagon service with service through deposit stations, Dayton reports:

"The book wagon can be used as a substitute for branches, though it will never do some of the work which branches do, because the wagon cannot carry reference books nor provide facilities for study. The wagon is at each place only once a week, and then only at certain times, whereas a branch is open daily. The book wagon is exposed, and borrowers must brave all kinds of weather, standing in the rain to select a book, for instance. As a temporary expedient it is certainly useful. As to meeting a need which stations cannot meet:

the book wagon meets people in their own environment. There is one distinct advantage: being at home in a community we get closer to people's real lives and are able to do more for them, and dealing with them more informally we can tell them more about the work of the library. The scholar knows what we do for scholars but is surprised at what we do for housewives; the housewife is surprised at what we do for teachers. In the informal atmosphere made possible in the open air at the book wagon, people learn more about their public library. The book wagon gets the casual passer-by, thus increasing registration and circulation."

"Summarizing the advantages: 1. The quality and the volume of circulation are always better under library personnel. Book wagon issues are at least ten times more than stations. Interest in books and reference questions is stimulated.

"2. Greater flexibility in book stock, which is changed weekly for the public on the book wagon instead of quarterly or less frequently as at stations. Hence greater interest, because of greater variety from which to choose.

"3. Books are not held inactive at unproductive stations when they are more needed elsewhere; consequently there is greater movement of stock through the book wagon.

"4. Books are better cared for; mended more frequently; there are fewer losses; and reports on the use of books are more accurate.

"5. Productive contacts with library patrons, drawing them to the branch libraries for acquaintance with larger collections and the cultural opportunities of the library through the influence of the personnel. This has never happened at any station: interest has declined, not grown.

"Through the book wagon, the public library as a system is better interpreted and understood by the public.

"With the book wagon, we can move with our public, which in some localities fluctuates greatly according to labor conditions, or the opening of new schools or industries."

Commenting on the difficulties and the requirements of successful book wagon service, the Dayton report says:

"This is one of the most difficult divisions of the circulation work for which to supply efficient personnel. The selection, training, and maintenance of staff of various grades, up to and beyond ordinary standards, is necessary. Problems to be met are: the hazards of auto accidents and weather; the physical care of the books, their protection from damage and loss; wear and tear on books, clothes, and machine; situations that test; the prompt and invariable meeting of scheduled hours at stations; above all, the resourceful head of the division, who must maintain an attractive selection of book stock for her public, and the good morale of staff and public out in the open. Failure at any of these points is immediately reflected in loss of circulation, especially if the head is changed or temporarily absent."

In Wichita, Kan., in 1924, over 23 per cent. of the library's total circulation was composed of books lent to the younger children through a book wagon, which reached many children, from the first to the seventh grade, who had never been to the library. Newton, Mass., has for several years given house-to-house service from a book wagon in outlying districts. At Hibbing, Minn., a book wagon serves the township: the city library board supplies the books and magazines, supplies, headquarters, and supervision; the township board supplies the car and its upkeep, and pays the salaries of a trained librarian, an untrained assistant, and a chauffeur. The wagon carries 1,200 volumes, serves a population of 3,500, and circulates 66,000 volumes a year; formerly, deposit stations serving this same territory circulated only

8,000 volumes a year. Everett, Wash., gives book wagon service regularly to hospitals, mills, and schools. "We circulate more books in one hour through the book wagon than were circulated in a week from a deposit station, with the advantage also of having trained service.

IV. SCHOOL LIBRARY BRANCHES

As with other extension agencies, the school library is hard to define, to conform with existing conceptions and practices, and a composite report on the school library work of public libraries is correspondingly difficult to present. In many libraries the term is used with reference to a collection of books, such as the collections which are described above (page 151) under "school collections and class room libraries." Thus in Bridgeport, two thousand books, consisting entirely of juvenile recreational reading, are on deposit in four schools. These collections are under the charge of an assistant in the children's department, who goes to each school one afternoon a week. The library is open at no other time, and is organized exactly as a children's department of a branch library. About one thousand books are on deposit in four other schools, cared for by the teachers, who report the circulation monthly. These collections are selected from the regular collection of the central library's children's department, for recreational reading, at the request of the teachers.

In some cities the school libraries operated by the public library are essentially the same as the children's department of the main library or the branches. Thus Brooklyn says of its branch in one of the elementary schools: "The children's librarian in charge of this school library belongs to the children's department of the public library. Except that

this room is open only to pupils of the school, this is, in essentials, like a children's room in any branch library. Books for general reading, and a reference collection, are provided, but no supplementary readers, textbooks, or sets for required reading." In another school building Brooklyn maintains a library station for the general public. This is open on part time after school hours with a librarian from the department of library extension in charge.

In many cities, as has been brought out above (pages 121-25), some or all of the school branches are open to the public, and in some of these the public feature is more prominent than the school library feature. Detroit, for instance, has four sub-branches in schools located in outlying districts which are not covered by the regular branches. "These are not school libraries in the accepted meaning of the term, but sub-branches, open to both the school and the public." So also Rochester reports of its nine branches in elementary schools: "These are strictly small neighborhood branches, or sub-branches, located in school buildings, and serving adults of the community and children of the three upper grades."

A large majority of the school libraries reported, whether open to the public or for school use only, are entirely under the jurisdiction of the library board. The most usual arrangements in regard to expense of maintenance are for the school to supply, free, the room, light, heat, janitor service, and necessary furniture and equipment, and for the library to provide the librarian, the books and periodicals, and such library supplies as are needed specifically for its own work in the maintenance and operation of the school library. From this general division of expenses there are, of course, many variations.

The following reports illustrate the operation, and various systems of maintenance, of school branches which are jointly,

to at least some extent, under the supervision of the library board and the board of education.

In Chicago, one public branch is maintained in a former residence, owned by the school board and standing next to a public grammar school. Ten libraries are installed in high schools, for school service alone. The salaries of the high school librarians are paid by the school board, but in the public branches by the library. All librarians are appointed by, and responsible to, the library board. The school board supplies reference books for the high schools, and the necessary equipment and operating expenses; the library supplies all other books. Two of the high schools maintain rental collections, which are found very useful, containing both fiction and non-fiction, for the use of teachers.

In Cleveland, libraries which are open to the public, although they are organized primarily for service to pupils, are maintained in ten elementary schools, and non-public libraries in thirteen high schools, ten junior high schools, one normal school, and the board of education headquarters. All salaries are paid by the library except in the board of education headquarters library, a school of education library, and two training schools; these are paid jointly by the board of education and the public library. The cost of books, periodicals, equipment, and supplies, is met by the public library, for the elementary schools, and by both boards jointly for the high schools and the special libraries.

In Pittsburgh co-operation between the library and the schools is thus outlined:

> The public schools and the Carnegie Library of Pittsburgh are both agencies maintained by the city of Pittsburgh for the common purpose of providing, each in its own way, opportunity for education, training, and culture in the community, as well as for its inspiration and recreation. It is evident, therefore, that both

economy and efficiency demand that the closest possible co-operation be developed and maintained between these two agencies in their service to that important part of the community, the pupils of the public schools. In accordance with this policy the following co-operative plan has been arranged for the administration of school libraries:

General Basis of Co-operative Agreement: The professional policy and methods employed shall be under the direction of the Carnegie Library of Pittsburgh, subject to the approval of the superintendent of schools.

The expense of such school library service shall be apportioned between the two systems, the library providing the service to which pupils are entitled in common with other members of the community and the Board of Education meeting the expense of any special service not provided the community in general.

In conformity with the above general principles the following details of operation have been agreed upon.

School Library Rooms: Suitable rooms for library purposes, together with heat, light, and janitor service, are to be provided by the Board of Education in each high school and platoon school of the city.

Staff—High School Libraries: High school libraries are to be administered by the teacher-librarians under supervision of the Carnegie Library of Pittsburgh through its schools department.

The teacher-librarians and assistants are to be recommended by the Carnegie Library of Pittsburgh and appointed and paid by the Board of Education. Teacher-librarians are to rank as members of the faculty. The number of assistants in each library is to be determined by the school enrollment.

Requirements for High School Teacher-Librarians: College degree; certificate or diploma from an accredited library school; teaching experience desirable but not required; library experience of sufficient length and quality to meet the approval of the superintendent of public schools and the director of the Carnegie Library of Pittsburgh.

The salary of teacher-librarians is to be on the same basis as teachers of English. Assistants on relative basis.

Staff—Platoon School Libraries: Platoon school libraries are to be administered by a teacher-librarian, under the direction of the

principal of the school and the supervision of the Carnegie Library of Pittsburgh.

The teacher-librarian is selected from the staff of instructors by the principal of the school in consultation with the head of the department of work with schools of the library. The teacher chosen for this position is required to complete at the first opportunity a basic course in children's literature and additional elementary courses in library administration. The salaries of such teacher-librarians are on the same basis as teachers of English in platoon schools.

Equipment: Permanent equipment, such as shelving, desks, tables, filing cases, etc., is to be selected with the approval of the Carnegie Library of Pittsburgh and furnished by the Board of Education.

Book Collections: Book selection is to be made by the school librarian under the direction of the principal of the school, subject to the approval of the Carnegie Library of Pittsburgh.

Permanent Collection: The permanent collection of reference books and "books in sets," periodicals (with binders) and newspapers, picture collections, etc., is to be provided by the Board of Education. Provision is to be made in each annual budget for funds for the purchase of new books, current periodicals, etc., in existing libraries and for the initial collection of books and other material for the permanent deposit in new libraries. The amount of such allotments will vary from time to time and is to be determined in consultation with the Carnegie Library of Pittsburgh.

The permanent collection is to be cataloged by the Carnegie Library of Pittsburgh, the expense of such work being borne by the Board of Education.

Loan Collection: General collections of books circulated for home use are to be loaned by the Carnegie Library of Pittsburgh. Such books are to be provided from the book fund appropriated by the library for its department of work with schools, in addition to books drawn from the general collection of the central library. The extent of this loan collection is to be determined by the size of the school and its distance from a branch of the public library. The library is also to make special loans upon the request of the teacher-librarian, as occasion demands and conditions permit.

Supplies: Printed forms used by agencies of the Carnegie Library in the transaction of routine business are to be furnished by

the library. All forms, etc., rendered necessary by the fact that the school library is a specialized library, and all small supplies carried in stock by the school system, are to be supplied by the Board of Education.

Transportation: The Board of Education to transfer original collections and meet all extraordinary demands. The truck service of the Carnegie Library of Pittsburgh and the delivery service of the supplies department of the public school are jointly to transport current collections and supply necessary messenger service. Delinquent book service to be handled by the Carnegie Library of Pittsburgh after all means available at school office have been used.

Routine, etc.: The hours are to be determined by the needs of the school, but not to exceed forty-two hours per week. If school libraries are open special hours in connection with extension work, additional service should be provided as agreed by the Board of Education and the Carnegie Library of Pittsburgh. This is to be decided in accordance with the purpose of each library, whether planned as public deposit station or to meet school needs only.

Routine is to conform as far as possible to the branch routine of the Carnegie Library of Pittsburgh. Where the best interests of the school library require variations, these shall be decided by the teacher-librarian with the approval of the head of the department of work with schools of the Carnegie Library of Pittsburgh.

Reports are to be submitted monthly by teacher-librarian to principal of school and to head of department of work with schools, Carnegie Library of Pittsburgh. Contagious disease cases are to be cared for by the teacher-librarians through the Carnegie Library of Pittsburgh.

Public Deposit Stations: Upon request of the library and the approval of the Board of Education, libraries in school buildings remote from other agencies of the Carnegie Library of Pittsburgh may be open to the general public. Service and book material for these public deposit stations are to be provided by the library, and the hours are to be arranged so that there shall be no conflict with the work of the school.

Under this plan are now (1927) being operated fourteen high school libraries, fifty-seven platoon school libraries, and

eight school deposit stations. This is in addition to 273 class room collections placed in sixty-five schools.

Among other libraries where the school board and the library board share in the expense of maintaining school libraries are the following:

Evanston, Ill.: One-third of the salary is paid by the library. Reference books and magazines are paid for by the school, and circulating books by the library. This applies to one library, for school service only, in an intermediate school.

Knoxville: Two high school branches are under the control of the library board, subject to approval of the school board. Eighteen elementary school libraries, not open to the public, are entirely under the control of the library board. Books are purchased from school funds. All librarians are appointed by, and responsible to, the library board, but in the high schools the salaries are paid by the board of education.

Long Beach: Nine elementary school libraries, administered by trained librarians, are maintained by the board of education. For eight of these the circulating books are supplied by the public library, which spends approximately $250 yearly for each library. In addition, the public library lends circulating books from its own collection whenever possible. A school and community sub-branch of the public library is maintained in one school building. For this, only the quarters are supplied by the board of education.

Memphis: Branches are maintained in three elementary schools and three high schools, including one elementary school and one high school for negroes. Four of the branches (the two elementary schools and both colored branches) are open for public use. Salaries of the high school librarians are paid by the school board.

In Portland, the library has branches in ten high schools

and one elementary school, maintained jointly by the school board and the library board. All are for the use of teachers and students only. The school board pays for some of the magazines, and the library pays for all books and the larger part of the magazines. The librarians are responsible to the library board, but their salaries are paid jointly by the two boards. In January, 1927, there were twenty-five platoon school libraries. For these, the school board provides the room and all physical equipment, and pays the salary of the teacher-librarian, who is appointed from the teaching staff of the school; the public library provides all the books and shares with the school principal the supervision of the libraries.

Co-operation of the library and the school under a somewhat different plan is illustrated by the following report from Dayton:

The Dayton Public Library maintains eight school branch libraries, which serve both adults and children, in elementary schools. Six of these schools operate on the platoon, or "work-study-play" plan, under which the library is one of the special activities for which provision is made in the school curriculum. To it classes are regularly assigned throughout the day for a given period. The time is spent in silent or oral reading, in searching reference material, or in supervised study under the direction of a member of the teaching staff. In a few cases, she also gives instruction in the use of books. The room used as a platoon library by the school is the one in which the public library operates its branch library. The schools have some books of their own but, for the most part, the books used during school hours are from the public library book stock. A count of the number of books so used is kept and reported upon each month. Books are not issued for home reading until after school,

when the public library staff takes charge. Some branches are open every afternoon after school, some three days, and others two days, depending upon the demand in the individual community. All branches but two are open at least one night until 8:30 for the convenience of adults and high school students. Of the two branch libraries in non-platoon schools, one is in a very progressive departmentalized school, the other in a school of the "traditional" type. Both of these libraries have separate rooms, and in both, by arrangement with the principal, classes come to the library according to a definite time schedule to select books for home reading. By this means, the after-school congestion is avoided.

The plan in Gary, Ind., is described as follows:

The Gary school system provides a period a week for each child in the elementary schools, to spend in the public library. For this service the superintendent of schools offered, in 1923, to pay the salaries of trained teacher-children's librarians; to buy any additional furniture necessary to take care of the classes; and to buy books to the amount of $1 per pupil cared for (these books are entered on the regular library shelf list, although marked to show school ownership); as well as to pay for any additional janitor service, light, heat, or any increase that such a service would demand of the library. This year the plan is in operation in four library branches. The selection and appointment of the teacher-children's librarians is made by the librarian of the public library, and the work is under the library's supervisor of children's work. The hours are forty-two a week. Thirty hours during school days are spent with the classes, and three hours Saturday morning for story hours, while the remaining nine hours are spent for preparation, school visiting, and meetings (teacher and library). The teacher-children's li-

brarians are members both of the library staff and of the school faculty.

Rather unusual co-operation in the maintenance of school branches in a smaller community is described in the following report:

In Joplin, Mo., branches are maintained in two elementary schools, not only for the use of the pupils and teachers but for all the community. These branches temporarily occupied separate buildings on the school grounds, which were erected by the school board, until rooms could be provided for them in new school buildings. The school board supplies janitor service during the school year, and the heat; the library equipped the buildings, pays the librarians, and buys all books and magazines.

A chapter on branches and extension work of public libraries is conspicuously incomplete without an adequately comprehensive discussion of the extension work of county libraries. No such discussion is included here, for the reason that the section of the questionnaire which related specifically to county libraries did not elicit enough information to make possible that adequately comprehensive discussion. Such facts as could be presented would be too few and too scattering to add anything of material value to the study of county libraries which is already available in *County library service,* by Harriet C. Long (American Library Association, 1925). Furthermore, the presentation of even a considerable number of isolated facts, in a field as intricate, in both organization and service, as the county library field, would be seriously subject to misinterpretation. It has therefore seemed better, throughout the *Survey,* to treat the county libraries which replied to the questionaire simply as individual public libraries, rather than as a distinct type.

Announcement was made in volume two that a discussion of university library extension service would be printed in the third volume. This discussion seems to be rendered unnecessary by the information now available in the report of the Committee on Library Extension of the American Library Association *(Library extension: a study of public library conditions and needs,* American Library Association, 1926), and by other studies recently made or now in progress. (See, especially, American Library Association *Bulletin,* July, 1925, pages 333-39.)

Chapter III

PUBLICITY AND COMMUNITY SERVICE

In all but a very few of the libraries reporting, all publicity work, including the editorial work necessary in the printing of bulletins, lists, annual reports, and other publications, is done either by the librarian or, in some of the larger libraries, by the librarian's secretary, the assistant librarian, or some of the heads of departments. The publications of the small libraries, naturally, are few, and in most of the small libraries the publicity work that is done is not extensive enough to require a large amount of time. Much of it is incidental to other activities which form a part of the regular work of the small library in its contact with the public; very often a library's publicity enterprises can not be readily distinguished from the multifarious forms of community or neighborhood service which are a conspicuous feature of library work in small communities.

Several of the large libraries report that one member of the staff gives a large part of her time to publicity and editorial work, and that most of the work of this nature is done by this person. Only five libraries report a full-time publicity director or editor: both Brooklyn and Indianapolis have an editor of publications, who has charge or supervision, also, of most of the publicity; Cleveland has a library editor, and also a part-time publicity representative; Detroit has a chief of publicity, who gives full time to editorial work and supervision of publicity; Washington has recently added to the staff a director of publicity. Cincinnati has a field worker, who gives full time, most of which is spent outside of the

library, to establishing contacts with civic activities of all kinds (see *Library Journal,* 50:448); much of this work is at least secondarily publicity work, and all of it brings with it a large amount of publicity, in addition to the extension of the field of the library's activity.

The duties of the publicity representative in Cleveland include interviewing city editors; getting them to send reporters for important news, and occasionally arranging newspaper interviews with the proper authorities; keeping track of current library news, writing them up or having them written up by some member of the staff best able to do so, and sending the stories to the newspapers "in a manner which observes their times and seasons, and not the library's."

The chief of publicity in Detroit reports: "We do not feel the need of aggressive advertising in the main building. A beautiful building in a prominent location advertises itself, and it seems to us that the rather newer idea of a 'publicity relations council'—that is, a division which interprets the situation to the public—is better. To give adequate information regarding the service which the library is prepared to give, to a public already well aware of the existence of the institution, seems to us the ideal for a publicity division to strive for. With branch libraries the case is different, and more aggressive advertising is often necessary, but even there some danger exists that the advertising will get ahead of the service."

Annual reports.—An annual report is printed by all but a very few of the libraries of Class A (more than 100,000 volumes); by approximately two-thirds of Class B (50,000-100,000 volumes); and by approximately one-third of Class C (20,000-50,000 volumes). Of the libraries with less than 20,000 volumes, only a very few state that a report is printed, and some of these do not make it clear whether it is printed

by the library or is merely published in the local newspapers. Several libraries print reports biennially. In some cities the report appears only in the official volume of municipal or town reports.

Reports differ greatly in size and format: from a small folder, or a four-page leaflet, in which prominent display is given to a few essential facts, in condensed form; to the pamphlet of perhaps one hundred or more pages, containing a complete statistical and narrative record of the year's work in the library as a whole and in each department, and perhaps embellished with many illustrations. Equal variation appears in the number of copies printed, which depends largely on the fundamental purpose of the report: whether it is intended primarily as an official record, for permanent preservation, or is issued principally as a means of publicity. The edition of some reports consists of only 100 or 200 copies, for distribution locally to a selected mailing list and to readers at the library, for exchange distribution to other libraries, and for the permanent files. Sometimes the edition runs to several thousand copies, which are distributed locally as widely as possible. Hence comparative cost figures would be of little significance, without intimate knowledge of the character of the reports compared, except as an indication of the amount of money which different libraries consider the printed report to be worth.

Among the largest editions reported is the Detroit report, which appears as a number of the monthly bulletin; in 1924 the number of copies was 12,500, printed at a cost of $717.15; among the smallest were Waterbury, Conn., which printed 250 copies at a cost of $57.50, and Muscatine, Iowa, which paid $21.50 for forty copies. The variation in cost is illustrated by the figures quoted in 1925 by the libraries of Class A, where the prices ranged from little more than one-half

of one cent per copy, in Indianapolis (9,000 copies of a four-page leaflet, constituting an issue of the monthly bulletin, costing $55), to 42½ cents per copy, in Pittsburgh (500 copies of an illustrated pamphlet, printed at a cost of $212.50). In Cleveland two reports are printed each year: a four-page statistical summary, printed at the library soon after the close of the fiscal year; and a detailed report, usually of approximately 100 pages, which includes the reports of the president of the board and the librarian, with extracts from the reports submitted to the librarian by the heads of departments, divisions, and branches.

Bulletins and lists.—Approximately one-half of the libraries in Class A; one-third of those in Class B; one-eighth of those in Class C, and several in Class D, report that they issue a printed bulletin, at regular intervals, containing lists of the books recently added to the library, or selected lists of the new books and of books on certain subjects, or brief news items about the library's service with casual references to occasional books of interest. The nature of these bulletins exhibits fully as great variety as is shown in the field of annual reports. The frequency of issue varies from once a year to once a week; the number of copies, from 300 to 8,000; the cost, from $30 to $5,000 a year; the size, from a four-page leaflet of 6″ x 3½″ to a booklet of perhaps sixty or eighty pages, 6″ x 9″ or larger. In contents, a distinct contrast is observable between the older, rather well standardized form of bulletin, containing a classified list of new accessions, preceded by standing notices of hours open, location of branches, and names of trustees, with perhaps a few general announcements; and a newer development of recent years, which favors the journalistic, rather than the bibliographic; the casual, chatty comment about the library and a few of its books, rather than the complete, classified, and

perhaps annotated lists; the *parvum in parvo,* aimed at everyone, rather than the more extensive, appealing only to readers.

The reports seem to indicate that bulletins of the older type are still in a large majority, although many of them have somewhat modified their earlier stereotyped forms by the inclusion of some features of greater popular appeal. Most of the small bulletins are still composed mainly of the lists of new additions, given with abbreviated author and title entries, with or without call numbers. In the larger bulletins, classified lists of the new accessions, usually with brief annotations on many of the books, form the principal feature, but are often combined with selected subject lists; announcements or brief articles or paragraphs concerning various phases of the library's work; notices of coming lectures, concerts, and other educational events; or other special features. In other words, an effort is being made in many bulletins to reach a wider circle of readers and potential readers, through diversity of contents and manner of presentation, without sacrificing the older features.

Instead of, or to supplement, the general bulletin, many libraries issue occasional selective lists on special subjects, and some issue special bulletins, usually multigraphed or mimeographed, for teachers or other groups with common interests. Many report that their bulletins are intended primarily as a service to their present clientele of readers, rather than as a means of general publicity through which that clientele may be enlarged; some, however, consider them useful also for the latter purpose. The following are among the reports which are most explicit with reference to the effectiveness of the bulletin and of the special subject lists.

Cleveland: No complete record of new accessions is published, but two bulletins are issued: a weekly selected list of recent additions, prepared by the catalog department for staff

use throughout the system and to be posted in all agencies for public reference; and a monthly, annotated bulletin, *The Open Shelf* (ten issues a year), which is printed for distribution to the public. Many people mark this regularly for books which they want to read. Notes clipped from the bulletin, and mounted on the fly leaf in books of fiction, increase the demand for the books. (Books which the library does not need or wish to push, are not advertised in *The Open Shelf.)* Both the bulletin and the special lists have numerous uses, and both are indispensable; special lists would not take the place of the regular bulletin, and the weekly list of new books is also necessary because of its timeliness.

East Orange: A bulletin of new accessions is printed four times a year. Special lists are probably more effective as a means of publicity, but do not take the place of the lists of new books as a convenience to borrowers.

Grand Rapids: A bulletin of new accessions, containing also notices of lectures and special items of interest with reference to books, is printed six times a year. Manifolded bulletins are sent frequently to schools. A bulletin of new accessions is typed every week and filed for use in the different departments and branches, and a copy is sent to the newspapers, one of which publishes the list regularly.

Indianapolis: The monthly bulletin, *Readers' Ink,* consists of attractive, annotated book lists; appeals for gifts; intimate book talks; library stories, etc., presented in readable form, to keep the "library idea" before the public. The bulletin has brought the library many gifts of books and of money, and many people use it as a reading guide. We find that it helps to keep the city library-minded. Special lists are decidedly more effective than bulletins of new accessions.

Minneapolis: A printed bulletin, *Community Bookshelf,* is published monthly (ten issues a year). Each number con-

tains seven pages of articles and ten pages of book lists; the front page has a picture relevant to one of the articles. Readers tell us of their enjoyment of this bulletin, and we frequently hear it quoted. Special lists are used also, but for different purposes; *Community Bookshelf* adds the publicity feature to the book lists, and the special lists are for the purpose of advising individual readers. Formerly, an annual list of the year's accessions was printed, but this has been discontinued as too expensive and as being supplanted by the lists in the monthly bulletin.

Muskegon: A bulletin is issued irregularly, usually about four times a year, though it has not appeared recently; in addition to the lists of new books, each number contains a special section, on travel, biography, industries, or some other subject. Each number brings in a considerable number of people who were never in the library, or any other library, before, and results in stimulated circulation of the classes that are especially stressed. Special lists, issued separately, and the bulletin, are about equally effective.

Reading lists on special subjects are issued to a considerable extent, either printed or multigraphed, by many of the large libraries, and to some extent by many of the smaller. The cost of printing or manifolding such lists, including salary cost on lists multigraphed or otherwise duplicated at the library, is seldom more than $100 or $200 a year, at most, and in most of the libraries reporting it is very much less. Among the highest estimates of approximate cost are the following, for the year 1924: Cleveland, $765 (32 lists, 327,000 copies); Indianapolis, $800 (42 lists, 93,450 copies); Minneapolis, $500 (43 lists, 123,600 copies); Portland, Ore., $250 (17,030 multigraphed and 30,000 printed); and St. Paul, $283 (11 lists, 41,700 copies). Among the most frequently reported methods of distributing lists and bulle-

tins, aside from making them available at the library, are: distribution at meetings of luncheon clubs and other clubs and societies; placing them in stores, banks, and other public places; insertion in department store packages; and distribution by mail to special groups. In Grand Rapids 1,000 announcements are printed for each public lecture delivered at the library, with a reading list of ten or fifteen titles, bearing on the subject of the lecture, printed on the back. The lecturer frequently gives a little talk on the books listed, which is always most effective. "These slips, which cost about three dollars per thousand, thus serve two purposes, to advertise the lectures and to stimulate reading. Their effect on the use of the books is sometimes noticed several years after the lecture." A list of books on the care of children, entitled "Better Babies," is mailed to every mother whose name appears in the official record of births, about three thousand a year.

Newspaper publicity.—With exception of a very small minority, all of the libraries reporting send at least occasional lists of new books to one or more of the local papers, and in a large majority these lists are sent regularly, most commonly once a week. Thus in many libraries a library column is contributed as a regular weekly feature, usually under a standing caption. Such columns sometimes contain brief comment about the new books, or about the library's resources and service, in addition to the mere list of recent accessions. News items pertaining to the library are also given to the papers at least occasionally, by practically all of the libraries reporting, and by most libraries with some frequency. Reports and estimates of the number of library stories appearing in the papers in a year vary from six or eight, or from several stories a month, to a total of nearly 1800 in a year, reported by Indianapolis. Some endeavor

to send all papers something of interest at least once a week, and in several libraries reporters are regular weekly visitors, coming to receive or to write up any stories which can be given them. In many of the small libraries the monthly report of the librarian to the board is printed in the papers, with mention of new books purchased, of gifts, etc.

The comments made concerning the kind of news which the papers most readily accept, and concerning the best methods of securing the interest and co-operation of the editors, represent only principles which are well known and generally accepted, on one hand, and, on the other, only the views of individual librarians or the preferences of individual editors. To cite the latter might in many cases be misleading, because not truly representative, and to cite the former seems unnecessary because of the careful presentation of this subject in Joseph L. Wheeler's *Library and the community* (American Library Association, 1924). The responses to the *Survey* reveal very great differences in the extent to which newspaper publicity is sought and obtained by different libraries, in the methods followed, and in the results obtained.

Few experiments are reported in the use of paid advertising in the newspapers. New Bedford and Wilkes-Barre have sometimes paid for space to advertise lectures or readings given under the auspices of the library. Several have advertised during bond issue or tax levy campaigns, and a few have occasionally paid for space to announce training class examinations. The following are among the few reports of paid advertising in connection with the ordinary service and activities of the library: In Bangor, advertisements are sometimes run during the dull period in summer, to give notice of the hours open, the telephone number, etc., or to call attention to certain sets of books; also occasionally, at other times, to advertise special features or events, such

as children's book week. Kalamazoo, during one winter, had an advertisement in the Sunday paper every other week. Pomona reports that a classified advertisement once a week, and display advertisements for children's book week, in combination with the free space which the papers gave, brought good results. On the other hand, Decatur, Ill., at one time paid for advertising space, featuring especially the reading and reference room service, but found that just as much attention is attracted by the stories that the papers are willing to print in their news columns.

Exhibits and bulletins.—Several libraries report the use of show cases or of bulletin boards, outside of the library, for the display of books or of posters, book jackets, or other material, as a means of bringing the library's service to the attention of passers-by. In Cleveland, two vertical display cases, inclosed in glass, were built into the facade of the new main building. These are kept filled with displays to mark holidays and other dates or events of national or local interest, or to advertise special exhibits that are being held in the library. Books, photographs, plates, placards, pamphlets, and flags, are used, and also "stills" from moving pictures, with appropriate books, when there is a film of sufficient importance. Exhibits are usually left in the cases one week, and sometimes longer. Fairbury, Neb., where the library is situated in the residence district, has a display case on the public square in the business section. The case is not rainproof, and therefore can not be used for the display of books or other exhibits of permanent value. Muskegon, Mich., has a show case, placed directly in the sidewalk angle at the street intersection, made of pine, 6′ high x 3′ wide x 10″ deep, painted a dark green; it is equipped with a glass door, adjustable glass shelves, and a bulletin-board back, and is electrically lighted. This is used either for posters or for

book exhibits on any appropriate subject: drama week, thrift week, children's books, garden planting, salesmanship, automobile mechanics, etc. The exhibit is changed weekly. The case has the name of the library in a panel above the glass door, and the library hours are announced in a similar panel below the door. Stockton, Calif., also has a weatherproof outside show case, designed to harmonize with the facade of the library building (see *Library Journal,* 49:122).

In many cities some of the branches which occupy rented store buildings utilize the show windows for continuous, but frequently changed, displays of books and accompanying placards, posters, etc. Boston has ten branches with windows which are used in this way; Rochester, eight; Brooklyn and Oakland, six; and many other cities have from one to five which are so equipped. In several smaller cities, the central library occupies a former store or business building with show windows, and in several cities buildings have been erected, either for the central library or for branches, in which show windows were provided. Evansville has three such windows, across the front of the main building; these are used for the display of books, but are not closed in at the back, in order that the window display may not interfere with what the library considers the best exhibit of all—a room full of readers. In Grand Rapids one branch, opened in 1926, has sixty feet of show window space. In Hibbing, Minn., the central library, built in 1907, is on a main business corner, and has a show window on the sidewalk level, 3′ deep x 6′ long x 6′ high; the sides and back are wooden panels, and the window is equipped with movable glass shelves and with show window electric light reflectors. In Minneapolis, two sides of the central library are directly on much traveled streets, and the windows are used constantly for display purposes; one recently built branch has two small

windows, one on each side of the entrance, which are equipped with bulletin boards and display shelves.

Many of the large libraries, and several of the smaller, report that exhibits are occasionally held, outside of the library, at county fairs, expositions, business and industrial shows, or conventions. Small exhibits are sometimes placed also, by permission, in banks or other public buildings. Store windows are frequently lent for temporary displays, usually in connection with children's book week, the Christmas exhibit of books, or other special occasions. Still more numerous are the exhibits which are held in the library buildings. These show an almost unlimited range of variation, which suggests the need of a uniform definition of the term "exhibit." In many of the small libraries an exhibit may be a bulletin-board display of a few posters, or of pictures from the photogravure sections of a Sunday paper, or it may comprise a small collection of "Books for the Week End," or of books brought temporarily together under some other striking caption on a small display table. In the large libraries the exhibit may be a very comprehensive display of books, manuscripts, prints, engravings, curios, or other objects of interest, filling many cases, tables, and bulletins.

Naturally, the libraries which have space and equipment and material for very large exhibits, are few. Most of the displays held inside the library occupy space in the entrance hall or lobby, the circulation department, reference room, art room, or other special departments. Because of the unlimited range of the exhibits which are reported, both in size and in the subjects covered, generalization and summary are difficult, and the following reports are presented as illustrations of how various libraries employ the exhibit, both as a means of publicity and as a part of their educational service. The exhibits which are held outside of the library

are usually designed primarily for publicity purposes, to give people who are not already users of the library some idea of its resources and its service. The exhibits held in the library buildings are only secondarily a publicity measure in this sense, although they may be a means of securing publicity through the newspapers and in other ways.

The following reports relate to the exhibits held by each library during the year preceding the report:

An exhibit in Auburn, Me., a library of about 25,000 volumes, is described thus: "As a means of acquainting adults with the value of the library, a book fair was held through an entire week in the summer of 1924. Posters giving the program for the week were placed in store windows, and announcements in the newspaper gave a representative list of books for each day. The first day was devoted to business and the home. About a miniature community were grouped volumes concerned with different trades and professions; books on building, heating, lighting, and decorating the home; books on household management, the care of children, and religious education in the home. Tuesday's exhibit was of books on subjects that add to the joy and beauty of a community: landscape gardening, architectural styles, appreciation of pictures, enjoyment of music, and ideals as expressed in literature. Wednesday was Good Citizenship day, with attention called to treatises on our government, the history of the constitution, biographies of statesmen, manuals for women voters, and civics for new Americans. On Thursday the exhibit illustrated what the library does for the schools. Friday was Science day, with a display of books which aid in identifying rocks, birds, flowers, and stars. The exhibit of each day was displayed in the reference room, and was then moved into the adjoining

periodical room, so that at the end of the week the exhibit was complete in one room. Flags, flowers, and posters gave the rooms an inviting appeal, and visitors found the week interesting and helpful."

At the Parmly Billings Memorial Library, Billings, Mont., fifteen special exhibits and almost weekly smaller exhibits were held in the library; three were installed in store windows which were lent for the purpose, and one was held at a fair. The store window exhibits were prepared by the window dressers of the stores, with the library's suggestions. Among the subjects of the exhibits were birthdays, special "weeks," General Custer, Indian relics, schools of painting, rare books, and topics of local interest. The most successful exhibits were the art, agricultural, and special weeks; results were seen principally in renewed use of the library by former cardholders.

The Rosenberg Library, Galveston, Tex., reports several book exhibits, among the subjects of which were Japanese books, the history of the book from Babylonian times, Dickens and other authors, beautiful children's books, and fine bindings.

At Hibbing, Minn., continuous exhibits, changed frequently, are displayed in the show windows (see page 184), and a large exhibition of paintings is usually held once a year, in certain rooms which are specially wired for this purpose. The exhibits have included displays of pottery, articles made in different countries, and various arts and crafts. In effect on circulation, a pottery exhibit has been one of the most successful.

New Rochelle, N. Y., reports four exhibits at the library, five at fairs, conventions, etc., and four in banks or other public buildings. For some of these, furniture, rugs, and lamps

were lent by merchants. Some of the subjects were: books for better homes; Christmas gifts; children's book week; business books; books for parents; and gardening.

Among the many reports from the larger libraries are the following:

Cleveland reports forty-five exhibits at the main library, in 1924, and numerous exhibits at branches, displayed by the library, by groups, or by individuals of the neighborhood; these included manual training exhibits, stamp exhibits, hand work, etc. These exhibits were in addition to eighteen small displays in the show cases at the entrance to the old main building and more than three hundred in branch library windows. Twenty-seven exhibits were installed by branches in show windows of vacant stores, lent for the purpose, and many of the branches had exhibits in the windows of neighborhood banks. The main library took part in four general exhibits, and branches in two, held at conventions or expositions. Exhibits at the main library included those suggested by national "weeks" or by current attractions in theaters, concerts, and moving pictures; seasonal displays, such as gardening; birthday exhibits, including some showing the work of local authors and composers; exhibits with a group appeal—for example, the work of the Cleveland Orchestra, and publications of Czecho-Slovakia; and exhibits showing the resources of various divisions of the library—for example, modern poster art and decorative design, vacation and travel suggestions, etc. Exhibits at the branches covered a wide range, from airships to batik.

Grand Rapids reports fifteen large exhibits at the main library, in addition to many smaller displays, and something going on all the time at branches. Several store window exhibits were held in branch neighborhoods and in downtown stores, and the library was represented at a Complete Home

show by an exhibit of books and magazines for home builders and housekeepers. Among the larger exhibits at the main library were: an exhibit prepared by the City Planning department; art work of students in the public schools; bird pictures; old costumes; "how the world is fed"; and several exhibitions of paintings and drawings.

Oakland, Calif., reports continuous exhibits in a show case in the children's room and in the upper hall of the main library, and frequent small exhibits at many of the branches. Children's book week, California wild flowers, foreign travel, posters, travel books, and presidential candidates were some of the subjects covered.

Portland, Ore., has four exhibition cases at the main library, which are changed weekly, and has had many special exhibits in connection with various civic activities. Branches also have exhibition cases. The main library lends the third floor lobby for big exhibits, such as exhibits of the Audubon Society or of Oregon products, and fosters book exhibits both inside and outside the library. Six store windows were lent during book week, and the library took part in a live-stock exhibition, a Better Homes exhibition, and an exhibition of the parent-teacher association. Exhibits consisted principally of books, on many different subjects: agriculture, mountain climbing, inventions, journalism, vocational psychology, etc. Among the most successful were exhibits on etiquette, house plans, health, and thrift.

St. Paul, in 1924, had an exhibit on foreign travel. About eight hundred books were displayed in the exhibition room, many of them being shown open, that some of the illustrations might be seen. New books were lent by two of the local bookstores, and on one table was a display of some of the library's oldest travel books. Lectures on travel were

given, and moving pictures were shown. *(Library Journal,* 50:34.)

Commenting on the results of exhibits, St. Paul says: "They lead to increased use of books by former readers, but this is only a partial measure of their value. The indirect results are more important. They make the library interesting, and have a good effect on the staff, keeping them out of a rut and in touch with the library's resources." Grand Rapids reports that approximately $1,000 is spent in connection with exhibits every year, including service, insurance, and transportation; the people who look after the exhibits, however, do much other work besides,—address envelopes, mount pictures, cut leaves, and stamp books, so that not all of the service charge in connection with exhibits properly belongs there. "The publicity the exhibits give are worth all they cost. They bring people into the library, and some of the most influential people in the city come to our exhibits more than to any other phase of our work. Some of the exhibits do much to give the library dignity and standing in the community. On lecture nights we find people with their arms full of books, looking over the exhibits, both before and after the lecture. They make a real 'library night' of it."

Moving pictures.—Approximately half of all the libraries reporting, of more than 20,000 volumes, and nearly one-third of the smaller libraries, state that they have sometimes had slides prepared, calling attention to the library, which were displayed at moving picture theaters during their regular performances. Most of the reports, however, indicate that this form of advertising has been used but infrequently, sometimes purely as an experiment, and sometimes in connection with children's book week, a bond issue campaign, the A. L. A. war service, or some other particular

purpose. A majority of the large libraries, and many of the smaller, report also that they have co-operated with the picture houses, to at least some extent, by giving publicity to books the film versions of which were being shown on the screen.

Among the reports which indicate that this form of publicity has been used to a considerable extent, or has been used on some special occasions with notably satisfactory results, are the following:

Akron, Ohio: General publicity slides advertising the library have been shown by theaters in every part of the city. We have also co-operated with the theaters in printing and distributing book lists, advertising stories which were being shown.

Chattanooga, Tenn.: We have sometimes had slides shown at the theaters during children's book week. We do not co-operate in advertising undesirable books, but we do call attention, on our bulletins, to stories of some literary merit, and to some notable films, such as *Chronicles of America* and *The covered wagon*. On a bulletin board near the entrance to the library, under the heading "The Better Films Committee endorses the following," we post notices of certain pictures which are based on books of some literary value.

Cleveland: Slides advertising the library are frequently shown at the theaters. Book marks are printed for some pictures, listing with the story or play on which the picture is based, other books which "tie up" with the period and the characters of the play, or sometimes with the author of the original book. Exhibits are held in the main library, centering about "stills" from the screen drama and featuring portraits of historical characters, and reproductions of scenes and costumes of the place and time represented. Closely related,

in the contents of the books and in the arrangement of the exhibit, books are displayed in connection with appropriate "stills." Such displays are made both at the main library and at branches. Posters are placed in the theater lobbies: "You have seen the play; now go to your public library for connecting books." From publicity along these lines very tangible results have been noted, both in increase of circulation and in general interest in the library.

Jacksonville, Fla.: We have had slides shown at the theaters on a few occasions, and we have frequent displays at the library by which a book is "tied up" with the picture made from it, and attention is perhaps called to other books by the same author. The theater managers have publicly expressed appreciation of the service given by the library in encouraging good pictures.

Minneapolis: The moving picture theaters gave us much publicity when we raised our tax levy by popular vote, allowing speakers before the screen, and slogans and information about the library on slides; otherwise we have not asked for publicity. We frequently display special bulletins in the library at the request of the theaters, and several times have issued book lists on the pictures then being shown.

Rochester: We have co-operated chiefly by means of book lists, prepared by the library and printed by the theaters; these lists are distributed by the library, and are published in the theater's program of the week preceding the showing of the picture. Such publicity has resulted in increased circulation, not only of the books filmed, but of other books on the lists, either by the same author or of related theme.

Washington: We have sometimes had slides run at the theaters, and lists of books suggested by certain pictures have been printed, for distribution, at the expense of the theaters.

Photographs supplied by the theaters are sometimes displayed at the library.

Among other reports, illustrating similar methods, are the following: "We have distributed book-mark reading lists, prepared by the library and printed by the theaters" *(Atlanta)*; "we have had appreciative comment, and occasionally new borrowers, after slides advertising the library's service" *(Gary)*; "excellent results have been obtained from slides advertising the library, and from lists printed or inserted in theater programs" *(Indianapolis)*.

Many libraries report occasional co-operation, in the showing of slides advertising the library and in giving publicity to books suggested by certain pictures, but indicate that this publicity is limited by the difficulty of meeting the demand for filmed stories. Thus Hibbing, Minn., reports: "Certain authors whose works have long been unread have become so popular, because of the popularity of certain films, that we are doubling or tripling our number of copies; but, in the main, we find that the filming of a book creates for it only a brief popularity, and is little help in circulating other works of the same author." Long Beach considers it impractical to advertise books which are shown on the screen, "as we are not able to supply the demand which comes without solicitation," but lists of books on related subjects have been distributed. Other reports, expressive of less extensive or less satisfactory experience than is indicated by most of the foregoing, or of disapproval of this form of publicity, include the following:

Bangor: We have not had slides recently, for we do not think they pay. We have sometimes advertised books that were being shown, and we have tried to secure special pictures during children's book week, but find it difficult to get pictures which lead to the books that we want to advertise.

Pomona: We have had some slides, but never noticed any

results from them. We have some times advertised certain books, but there is always a demand for a filmed story, regardless of our publicity.

Salt Lake City: We have occasionally shown slides, but do not at present advertise filmed stories. Results of such publicity have not been found especially satisfactory, as it creates a sudden demand which it is impossible to satisfy.

Seattle: Slides have sometimes been shown, and certain books have been advertised. During children's book week theaters have given a free showing of selected pictures to children chosen by the library. We can not trace any great increase in the use of the library to this publicity.

Similar reports are received from several others. One library suggests a query as to where its readers come from, by attributing poor returns from this form of publicity to the fact that "movie audiences (?) are not readers." Several withhold from much active co-operation, feeling that the viewpoint of the theaters is purely selfish and commercial, and that the benefits are to the theater rather than to the library. Two small libraries, however, have partially met this objection, to their own satisfaction, by assisting in the sale of tickets for certain shows, and receiving a percentage of the receipts.

Placards, posters, etc.—A majority of the libraries of more than 50,000 volumes, and many of the smaller, report that more or less liberal use is made of placards and posters, placed at conspicuous points about the city to advertise the library. The extreme of conservatism in regard to such advertising is illustrated by one report, which says: "We have not used these forms of publicity. The management of this library has some repugnance toward what may be called violent forms of advertising. Publicity that puts the library on the same plane as the beauty parlor, the face powder,

the soda fountain, and the magic soap, has small advantages. What advantage it has is obtained at the expense of dignity." The extreme of radicalism is perhaps best illustrated in the arguments advanced in defence of billboard advertising, in several contributions to *Library Journal* in 1924. The responses to the *Survey's* questionnaire indicate that most libraries follow a course well removed from both extremes. Many use placards, posters, and billboards only for special purposes, such as bond issue campaigns. Others use them on a moderate scale at all times, keeping them posted in railroad stations, store windows, public buildings, and other conspicuous places. Their regular use rather more extensively is illustrated by the following reports:

Cleveland: Placards are used very little by the main library except to advertise public book talks, or occasionally to advertise the library at the principal picture houses. They are used considerably by branches, being placed in banks, store windows, lodges and social halls, railroad stations, neighborhood hotels, restaurants, churches, and hospitals. These placards are sometimes general publicity for the library, and sometimes advertise a particular occasion, such as a concert or other entertainment, to be given under the auspices of the library.

Long Beach: We have placards in all the local bus lines, which carry most of the passenger traffic. We get special rates, and the cost is about $25 per month. Some of our best publicity has come from billboards. We had at least $2,000 worth of free space in the past year, some of it on illuminated billboards, the agreement being to put up our posters whenever there are vacant spaces. The bus cards also bring good results.

Los Angeles: Branches have frequently made use of placards, printed on stock heavy enough to hang or to lean

against the wall, placed in entrances to apartment houses, in restaurants, in store windows, and other conspicuous places.

Minneapolis: We have placarded elevators in office buildings, downtown show windows, the City Hall, and shops on outlying business streets. One firm, without the knowledge of the library, posted a series of large billboards, at strategic points, with flattering and conspicuous advertising.

Portland, Ore.: We have distributed handbills on some occasions, and have made very extensive use of posters and signs in conspicuous places near the library buildings. An advertising firm in 1924 erected, of its own accord, three full-size billboards advertising the library.

Seattle: Placards have at times been posted very extensively in elevators, public buildings, stations, docks, factories, and store windows. At one time we were permitted to tack them to telegraph poles.

In Somerville, Mass., permanent signs, in black and gold, are placed on various street corners to direct people to the nearest library, either the main building or a branch. In San Diego placards are placed in public buildings, giving a library directory of locations and hours open; occasional posters on special subjects are placed in windows of banks and other buildings; the Automobile Club of California supplies free street signs, at points designated by the library, indicating by arrow or by words the location of the nearest branch.

A liberal use is made by most libraries of placards and posters, placed inside the library buildings. Many libraries are frequently requested to make similar display of placards, posters, or other advertising matter, issued by other institutions or associations. Much of this material advertises lectures, concerts, or other attractions of an educational nature, closely in line with the work of the library. Sometimes, however,

the requests are strictly commercial in motive, and the advertising is of a nature which many libraries consider undesirable for them to give. To meet this difficulty, Seattle has a ruling: "Because of the small amount of bulletin board and exhibit space available, only the following types of posters shall be shown: (a) Those advertising the library, its books, and its service; (b) announcements of the federal, state, county, and city governments; (c) announcements of approved courses of study or training, lectures, exhibitions, recitals, and other educational projects. This shall not be construed to include posters dealing with one side of controversial questions, such as prohibition, vivisection, disarmament, vaccination, immigration control, etc. The library will at all times try to furnish printed matter (books, periodicals, and pamphlets) on both sides of such questions, but the library shall not be made to appear as an agency of propaganda through the showing of posters."

Mail advertising.—Most of the large and medium size libraries, and some of the smaller, make occasional use of the mails for circularizing special mailing lists, or for more individual letters, cards, or notices to smaller groups or to individuals, calling attention to the resources and service of the library in general or to its resources on some particular subject. Publicity of this kind includes many different forms of appeal and methods of approach, most of which are used occasionally, if not systematically, in many different libraries. Special book lists are prepared, and mailed to people engaged in the same occupation, or having certain interests in common,—to study clubs, schools, teachers, ministers, factories, industrial organizations, banks, etc. Letters, and perhaps lists, are sent to new mothers, to newly naturalized citizens, to new residents, and others who may not be expected to know what the library offers; or to members of the chamber

of commerce; to Rotarians, Kiwanians, etc.; to newly elected city officials, and others who might be expected to know. "Interested" lists are kept, of individual readers who are known to be interested in certain subjects or books of certain types, and these readers are notified of the receipt of new books in which it is thought they may be interested. The following reports are illustrative of such methods as they have been applied in various libraries:

Berkeley: Circular letters have been sent to principals and teachers of the public schools, to all members of downtown business associations, selected names of non-users in the Rotary club, women's clubs, etc., and selected names from the registers of voters in various voting precincts.

Cedar Rapids: Lists of appropriate books have been sent to leading merchants, teachers, and other groups. Best results are obtained from announcement cards, calling attention to specific books, sent to people thought likely to be interested. Many new residents come to the library in response to a letter which is sent them by the librarian, which reads as follows: "The trustees of the Public Library welcome you to our city. You are invited to make use of the books and periodicals of the library. An application card is enclosed which, when properly signed and returned, entitles you to borrow books. The library staff will be pleased to aid you in finding just the book you wish."

Cleveland: In 1919 a form letter was sent to all dentists, doctors, and oculists listed in the city directory, offering the library's monthly bulletin, *The Open Shelf,* for their waiting rooms, free of charge. About five hundred returned the enclosed post cards, requesting the bulletin. In 1924 similar letters were sent to all dentists and doctors not already on the mailing list, and all on the old list were again circularized to ascertain whether they still desired the bulletin. Letters are

sent to all new clergymen in the city, enclosing a list of recent books on religious subjects. Letters, with book lists enclosed, have been sent to banks, a few at a time in order to spread out the demand for the same books, calling their attention to the resources of the library for the enjoyment and benefit of their employes. Similar letters are sent to teachers and group leaders. An experiment in mail advertising made by this library is described in detail in *Library Journal,* 52:123-27.

Evansville: Personal letters are sent to university extension students, members of labor unions, and other groups; reading lists are sent to club women, teachers, business men, professional men, nurses, and others; new-book post cards are sent generously; the annual report is sent to a selected list.

Grand Rapids: Notices of lectures and exhibits are sent to groups known to be interested in the subjects represented, and also to one hundred persons for each lecture, selected in the city directory from the names of working men, mechanics, and others who are not ordinarily flooded with such things. City officials, and all public and parochial schools, are on the library's mailing list to receive all such things regularly.

New York: Special mailing lists are kept at all branches, to be used for notices of meetings, book talks, or exhibitions.

Seattle: Lists of recent accessions are sent annually to different groups, such as bank clerks, real estate and insurance men, etc. Personal letters are sent to all city officials and members of public boards or commissions on their coming into office. Lists of new books and magazine articles are sent periodically to city officials and to other people interested in municipal affairs, and "you may be interested" cards are sent to many individuals.

Wilmington, Del.: While we print or duplicate a few

general lists, we find that we get better results by printing lists which appeal to sharply defined classes of business. For instance, we once duplicated a list of six books on real estate, all printed within the last two years; these lists were sent to all real estate dealers in the city, enclosing a return envelope (unstamped), and requesting them to check the books they would like to see. The response was so large that we had to order more copies of four of the books. Lists of new books on religion have been sent to ministers; lists of books on education to school principals, asking them to distribute them among their teachers; lists of reference books to exporting firms, and on various branches of building, to contractors. It is sometimes difficult to trace results, but we believe that this specific publicity is of more value than the more general forms.

Radiocasting.—Only thirty-four libraries report that they have ever used the radio as a means of publicity, and nearly all of these have used it only on a few special occasions, or did use it at one time but have discontinued. Sometimes the broadcasting is done by one of the library staff, and sometimes by the announcer of the broadcasting station, using material supplied by the library. Among the few libraries which report that going "on the air" has been, or is, something of a regular feature, are the following:

In New York stories were told by the children's librarians once every week during the winter of 1925; in 1926 they were told only on special occasions. In Cincinnati a talk is given once a week, by the librarian or some member of the staff, about new books of general interest or on something pertaining to the use of the library. Similar talks were given every week in Worcester until they were crowded out by the syndicated programs. Talks are given weekly in Grand Rapids, concerning special features of the library's work, and

about books on different subjects, the book talks being given by staff members on subjects they know and love. Stories for children are sometimes told.

In Cleveland, during 1924, one local station broadcast briefs about current books every Wednesday; another station, a group of book reviews suited to a semi-weekly woman's literary program; another, a weekly bedtime story suggested by the children's department. Material for the woman's program and the bedtime story was usually broadcast by some member of the library staff. Announcements of library book talks, staff entertainments, etc., and descriptions of library exhibits, were furnished by the library's publicity representative and were broadcast by the regular announcer.

In St. Louis, talks are given weekly, by the librarian or by various members of the staff, concerning special departments of the library, new books of interest, recent publications in poetry or other special fields, and on miscellaneous topics pertaining to the library or to literature, and a weekly story is told for children.

Among other reports of occasional, but irregular broadcasting, are the following: In Los Angeles talks have been given several times, concerning the service of the library in general or concerning special features, such as the science and industry department. Since the library moved into the new building, radio talks have become more or less of a regular weekly event, and the Wednesday evening program has been used for announcements of lecture courses, descriptions of various departments, information about new branch buildings, etc. In Washington four talks have been given by the supervisor of work with schools, on books for children, at the request of local broadcasting stations, and one talk by the librarian, on "How the library serves the citizen," given at the request of the National Education Association.

Most of the libraries state that they have not been able to check up the results of the broadcasting that they have done. Billings, Mont., reports that as a result of bedtime stories broadcast by the children's librarian, out-of-town residents have written in for lists of stories to tell, and local people have been attracted to the library and its story hours. Cincinnati reports that much public interest has been aroused by the weekly talks, and that the book stores sell more copies of the books discussed. Cleveland finds that in case of book reviewing by radio only occasionally does a reader ask for specific books which have been reviewed; in a few instances direct reactions can be traced in the call for certain subjects, such as budgeting, child training, etc.; bedtime stories were popular, and were asked for when discontinued. Grand Rapids reports that people come to the library, telephone, and write, about the things they heard over the radio. "At a hospital for tubercular patients the people look forward to these talks, and frequently discuss them with the librarian on her regular weekly visits, and people living in the country, also, frequently talk to us about them." In New York, where stories were told over the radio weekly from 1923 until February, 1926, letters were frequently received from children, showing that they enjoyed the stories and looked forward to them; letters from parents also showed their appreciation of the fact that only the best stories were told, and their interest in the stories that were selected. Worcester says that they received much more personal comment of a favorable nature from this than from any other kind of publicity they have undertaken, until crowded programs forced the discontinuance of the library's weekly talk.

Other forms of publicity.—In addition to the various methods of advertising the library which have been described above, almost innumerable other methods are reported. A

majority of the libraries reporting apparently feel that, in the long run, newspaper publicity is the most effective, but that it needs to be supplemented by other forms. These other forms are so diverse that classification of them is difficult. The following brief symposium is therefore presented, enumerating many of the frequently used methods of advertising, together with some which are infrequently used, but which illustrate some of the ways in which ingenuity has challenged conservatism. The reports indicate also something of what certain libraries consider their best activities, from the standpoint of publicity, and what they consider their best publicity methods.

In Cleveland the best publicity has come, it is thought, from library exhibits and the newspaper publicity they receive, the distribution of material at industrial and other expositions, the celebration at the main library of the birthdays of Cleveland celebrities, the co-operation of the library with musical organizations and with moving pictures and other commercial recreational enterprises, and "nationality evenings" at branches.

Indianapolis reports that they have had effective publicity from "pet parades," flower shows, old-fashioned music concerts, an evening with authors in person, movies for children, Riley evenings, street car publicity, a series of feature articles about the library's needs, etc., etc. "There are stories in all of the library's activities, and the best publicity method is constant pegging away through the newspapers."

Los Angeles, during a bond campaign, had advertising copy on menu cards and theater programs, printed slips inserted in outgoing books, printed endorsements from leading citizens, slogan contests, and a campaign "band wagon." In branch libraries, printed blotters and calendars have been among the most popular methods of reaching people. The

blotters are printed with the name, location, and hours of the branch. On one side is printed the calendar of the year, and on the other side a list of books and an invitation to use the library. "Newspaper publicity, however, is the best method."

The best publicity in Knoxville, it is reported, has been a "library week," sponsored by a committee of the Chamber of Commerce. During this week the new registrations and the daily circulation broke all previous records. Since that time there has been a normal steady increase in public use and knowledge of the library.

Long Beach has distributed circulars through the banks, and each bank keeps a package of application blanks and signs them, as guarantor, for all people opening new accounts. This is reported as especially helpful in a tourist town. "Probably our weekly book column in the daily newspapers and other newspaper publicity have been most effective."

Pomona says: "We notify persons of books along their special interests. We invite readers' attention to special displays of books. We try not to act institutional. Paid advertising, in connection with the systematic supply of library stories to the papers, is the best publicity method. Inside the library, descriptive cards attached to books on display always get results."

Stockton, Calif., at one time made telephone solicitation of new borrowers among the children. "Direct by mail" advertising among the children had been bringing a return of only 10 per cent., the statistics showed, but the solicitation over the telephone brought a response of 70 per cent. of those who were called. At another time the library employed " a walking book," constructed on the well known principle of the sandwich man—advertising on the outside, a small boy within. A light wooden frame (4′ high x 2½′ wide x 15″ thick) was covered with sign cloth, the sides were hinged at the

back, and the book opened in front. Inside was a small boy, visible from the knees down; outside were conspicuous pictures and wording. During the month in which the power of the book was thus demonstrated, the library's circulation was 52 per cent. more than in the corresponding month of the preceding year, a fact which is attributed by the library to the daily promenade of the walking book.

Several libraries express the opinion that good service and helpfulness are the best means of securing the most desirable publicity. Thus East Orange says: "Our best publicity methods are: as good service as we can give, given untiringly and without stint, with courtesy and cordiality. Borrowers are the best publicity agents for a well established library." New Bedford believes that "the best publicity comes from satisfied customers," and Oakland likewise says that "word of mouth advertising on the part of satisfied patrons" brings the best publicity. Omaha finds it in "the prompt receipt of new books, particularly non-fiction, in notice of this to the public, and in frequent newspaper articles."

Among other reports from large libraries are the following:

Berkeley: "'Stunt' features are unimportant compared to efficient service in the regular routine of library work. Story hours have a sentimental appeal beyond their actual value. Newspaper publicity is the best. Checking up on results of publicity is difficult and has been attempted in only a few cases. Publicity directed at a special organization results in the gain of a few new readers in each case, but the proportion of these to total membership is small."

Chicago: "We have never felt the need of special ingenuity or originality, in publicity, since the demand has always been far ahead of our resources. Our best publicity comes from physical attractiveness of branches, especially those that are in stores with show windows. The best publicity

comes from window displays visible from the outside. In a large city efforts to advertise by posters, placards, lists, dodgers, etc., cost too much. The next best publicity comes from personal visits and addresses at public gatherings. Results from such publicity are usually so overwhelming as to prove our views as stated above concerning ingenuity and originality."

"We are at it all the time," says Grand Rapids. "We hook up the library with the news of the day right along, not specifically to boost the library but to show that the library is very definitely related to life in all its phases. Many personal letters are written to people having problems to work out in which the assistance of the library may be serviceable. These are usually very effective. Lectures and exhibits are among our best activities for publicity purposes; also articles describing in detail certain features of our work. There is no one 'best' method of publicity unless you call doing worthwhile things that have a human interest a 'best method.' We make publicity a daily habit and not a 'stunt.' We do not like 'canned' publicity that has little or no direct relation to the vital interests at the time being in this community."

Rochester: "Our best publicity comes from placing branch libraries flush with the sidewalks and having plate glass fronts."

St. Louis: "We have had good results from visitors' nights, when the public in general or selected groups are shown over the library. The newspapers give the best publicity. During an experimental month of intensive newspaper publicity, in 1924, the increase in registration was noticeable."

In line with the belief which is expressed by some that "satisfied borrowers give the best publicity," Wilmington, Del., sends the following letter to all new borrowers: "The

management of the library desires to express its pleasure in your enrollment as a borrower. The aim of the library is to meet the needs of each borrower to the fullest extent possible. If at any time our service falls short of this in your case, we shall be very glad to receive your criticisms or suggestions." "This may not have increased our circulation," the report states, "but it has excited a great deal of favorable comment and has made us more friends than anything else we have done for a long time. When we send this letter, we enclose printed lists of a popular character, and, when possible, lists of more or less recent additions on the profession, business, or trade of the borrower: for example, chemistry; books on education, for teachers; religious books, for ministers; shipbuilding, for those working at the shipyards, etc."

Publicity methods reported by the small libraries are no less diverse than those of the larger. In Aberdeen, S. D., a membership contest was held in which prizes were offered to the boys and girls who brought in the greatest number of new borrowers. Nearly 350 were registered in one month, many of whom were adults who had never been in the library before. Lebanon, Ind., had a booth at the picnic of the condensed milk industry, and gave out souvenirs. In Little Rock, Ark., a library day was held, on which all work was set aside, and members of the staff acted as guides over the building. An orchestra played during the afternoon and evening, and punch was served. Two local book dealers had booth space for advertising, and gave souvenirs to all who came, and the local fine arts club had an exhibit in one of the club rooms. Caribou, Me., reports having had tag days, on which pupils from the schools made a house-to-house canvass, selling tags at ten cents each. On one of these days the receipts were about one hundred dollars. This library also reports food sales, at which the library holds open house

and sells food which has been donated, sometimes up to nearly one hundred dollars' worth. At Keokuk, Ia., an electric sign—"Library"—on the roof of the building can be seen many blocks away, and there is a similar though smaller sign over the main entrance to the building. Wichita, Kans., reports that signs at "the busiest corner in Kansas" call attention to the library, a block away; also that "our book wagon, bright and colorful, flivvers all over town in its daily rounds, advertising that 'good books build character,' and 'books for everybody.' The car takes part in all parades that do not conflict with general duties."

Assembly rooms and lecture halls.—In a large majority of the libraries reporting, the central building has one or more rooms which can be used for lectures, entertainments, club meetings, and similar gatherings, and in many cities where no such rooms are provided in the main building, they are available in some or all of the branches. In most libraries these rooms are available at any time during the hours when the library is open for public use. Some of the small libraries report that their auditoriums may be used only on certain afternoons or evenings when the library is open; in others, special arrangements may be made for their use at other times. Sometimes it is expected that evening meetings will not be prolonged later than the hour for closing the library, but many permit them to continue until a later hour. In Indianapolis they are expected to adjourn not later than eleven o'clock, and in Brooklyn not later than midnight.

Approximately one-third of the libraries of less than 50,000 volumes, and a few of the larger libraries, report that a fee is charged for the use of auditoriums and assembly rooms, in addition to the small fee, of fifty cents or one dollar, which many libraries expect to be paid to the janitor for his service. In many of the small libraries which charge a

fee, most of the meetings are social, or semi-social, in character, and often include the use of library dishes, silver, etc., for serving refreshments. Sometimes the charge is made, whatever the nature of the gathering, nominally to cover the estimated expense of lighting and heating the room, and sometimes, apparently, a profit is frankly desired. The charges vary from $1 to $10, but are usually between $2 and $5 for each occasion. Many of the small libraries rent the use of a room for certain specified days and hours, to clubs, churches, or other organizations, for a certain amount per month or per year.

The following reports represent the practice of some of the large libraries by which a charge is sometimes or always made:

In Brooklyn no charge is made for meetings which are free to the public if they close before nine o'clock; after that hour there is a charge of $1 an hour for janitor service. For afternoon meetings which are open only to members of the organization conducting the meeting or to invited guests, no charge is made; no charge is made for such meetings in the evening if they adjourn before nine o'clock, but after that hour a charge of $2.50 is made. If a charge is made for admission to the meeting, or if a collection is taken, there is a charge of $3 for morning or afternoon use of the hall, or $5 for evening use. Study rooms for club use are free until 9 P.M., after which there is a charge of fifty cents an hour. Study rooms for the use of classes in which tuition is charged, must be paid for at the rate of fifty cents an hour up to 9 P.M., and $1 an hour for later use.

Gary charges a fee of $2.50 when a room is used for a meeting for which an admission fee is charged; for other meetings no charge is made. In New York a janitorial fee is charged, at the following rates: club rooms, 25 cents for each

meeting, for children, and 50 cents for adults; assembly or reading rooms, $2 for each meeting. In Minneapolis, $1 is charged at the central library, but there is no charge at branches. In Rochester the practice varies according to the size of the room and whether an admission fee is charged. In Wilmington, Del., no charge is made if the meetings are open, free, to the general public; otherwise there is a charge of $7.50 for morning or afternoon use, or $15 for evening use.

In many libraries it is stipulated that meetings held in the library rooms must be open to everyone, but approximately half of the large libraries and a large majority of the smaller permit the attendance to be restricted to members and guests of the organizations sponsoring the meetings. Among the libraries which require that all shall be open to the general public are Boston, Des Moines, Grand Rapids, Indianapolis, Louisville, New York, Portland, Ore., St. Louis, San Francisco, Seattle, Washington, and Worcester. Only a few of the large libraries, and less than half of the smaller, permit an admission fee to be charged or a collection to be taken. Several, among which are Bridgeport, Cincinnati, Des Moines, Louisville, St. Louis, San Diego, and Washington, grant the use of the rooms only to organizations or groups, and not to individuals who desire the privilege for lectures, recitals, or other events not sponsored by some organization. Several others report that rooms are granted to individuals only after careful investigation. Music is permitted in most libraries, usually under certain restrictions, provided the room is so situated and so constructed that it will not be a disturbance to readers.

In Los Angeles, the lecture and exhibit room in the new central building is used both for lectures and open meetings of all kinds, and for the exhibition of paintings, etchings,

photographs, etc. The average attendance in this room is two hundred a day, exclusive of people attending the lectures. St. Louis has always followed a liberal policy in permitting the use of the assembly rooms by political, religious, and social organizations, and they are used for a wide variety of purposes, including religious services, registration of voters, and voting on election day. In 1926, in eighteen club and assembly rooms, 3,808 meetings were held.

Many of the larger libraries, and some of the smaller, have officially adopted definite regulations governing the use of auditoriums, in which are clearly specified the purposes for which the rooms are intended, and the types of meeting, if any, which shall be excluded. In Los Angeles, for instance, the following regulations are in force: "The use of these rooms shall be confined to such free lectures and discussions as are clearly designed to foster interest in education, literature, history, art, science, and general civic improvement and the like, and the books in the library relating thereto. All such lectures and discussions shall be non-partisan, non-political, and non-sectarian. It is not designed to use rooms for meetings or discussions that are likely to provoke personal controversy or partisan disputes." Very similar regulations have been adopted by many others. In Seattle: "The auditoriums are designed to be used for meetings of an educational or philanthropic nature and for meetings held to discuss general subjects affecting public welfare. Their use will not be allowed for meetings of a religious nature." In Toledo: "Lecture rooms and club rooms may be used free of charge by any club or organization except for the following purposes: religious services, political campaign meetings, or meetings of fraternal organizations. Preference is to be given to organizations engaged in educational and patriotic work." In Savannah, Ga., among several smaller libra-

ries which have adopted definite regulations, the following are in force: "The use of the lecture hall may be granted by the librarian for any free public lectures or discussions which are clearly designed to foster interest in educational or civic work, and are in keeping with the fundamental purposes of the library. All such lectures and discussions must be non-political, non-partisan, and non-sectarian. The use of the hall may be granted by the librarian for meetings of civic or educational organizations not open to the general public, provided the object of such meetings is in keeping with the fundamental purposes of the library. It is not intended that the lecture hall should be used for lectures by private individuals not under the auspices of some association. The lecture hall shall not be used for any purpose where any charge for admission is made, or where any collection is taken. Applications for the use of the lecture hall which do not seem to conform fully with the above requirements shall be referred to the board for its action, or to the committee on books and administration."

In accordance with these or similar regulations, in most of the larger libraries both political and religious meetings are excluded. Such restriction is made also in many of the smaller libraries, but in many the question has never arisen, and in many communities the more intimate relations between the library and the people apparently make restrictions unnecessary. Among the larger libraries, some admit political meetings, provided they are not too partisan, but exclude religious; some admit the religious but exclude the political; some exclude neither type, with the exception of such gatherings as seem likely to provoke undue controversy or partisanship. Some have no restrictions at all, unless to exclude meetings conducted entirely for pecuniary gain.

Neighborhood service.—Many libraries report various

forms of service rendered to their communities, not directly connected with the use of the books. Most reports of such service come from the small libraries, many of which serve very largely as a civic and social center for the life of the community in general.

The following reports represent ways in which some of the larger city libraries, especially through their branches, act to a certain extent as community centers.

Buffalo reports that the branch libraries are all general information bureaus for their communities, and that the utmost pains are taken to help in this way. This is especially true in neighborhoods where people of foreign birth live. Many of these people need help in many ways, and all regard the "library teacher" as their friend in times of stress.

In Evansville, at one of the branches, bi-monthly meetings are held by one of the business clubs. These are dinner meetings served by the parent- teacher association of a near-by school. The club has installed a gas range in the basement, and most of the meal is cooked in the library. In the same branch a baby clinic holds its weekly meetings. Both of these activities have been going on for years, and have never interfered with the work of the library.

Washington has one suburban branch, which is very active as a community center. In the year 1925-26 six flower shows were held at the branch, at which there was a total attendance of 2,360 people. Exhibits are held from time to time of kindergarten work and of playground work. The total number of meetings held during the year was 128, with an attendance of 4,096.

In Worcester the branch libraries have helped in such community service as maintaining at one branch, for many years, an annual bird house exhibit, and at another a doll festival. At the latter, the girls in the neighborhood attend, in num-

bers up to about one hundred, and show much interest in dressing and exhibiting their dolls. Prizes are offered for the best exhibit in different classes.

In addition to service rendered by the library officially, several mention the service given by many members of the staff individually. Cleveland, for instance, says that many members serve as officers or members of civic or charitable organizations, or as judges and presiding officers in contests and debates. Indianapolis likewise reports that many of the staff have membership in civic organizations, cultural clubs and organizations, dramatic and art associations, etc., and in this way keep the library in touch with the needs and life of the community. Minneapolis says that certain branch librarians in poor neighborhoods are the family advisers in many troubles not connected with books. Foreigners, especially, come to them for much personal information. "A friendly librarian does much for a neighborhood that can not be classed under any headings. She is a friend and adviser to the whole neighborhood."

Among the libraries of Class B (50,000-100,000 volumes), several report that they act as a general information bureau on all kinds of questions, from the renting of rooms to "where can I join a gym. class?" or "where can I buy milk?" Muskegon reports that in years when interest has been intense in football and basketball scores, the library has sometimes cooperated with the local paper in answering telephone calls for scores of out-of-town games. "We have even beaten the paper to it (once) in getting the radio report of a score and posting it. People often call the library for scores of the local high school team playing away from home. For two years we kept a list of nurses, and all one winter this was called for several times daily; then it was taken over by the city health department. We are trying to make people think

that we will at least try to answer any kind of legitimate question, whether or not it is in print, and these things have helped to make strong friends for the library." Pomona reports that until radio came in, the library held weekly concerts to assist in the development of an appreciation of music. For the present these have been discontinued. "This city is fully organized for community service, and it is not desirable for us to run a rival shop." Madison, Wis., expresses a similar view. "We have discontinued lectures, etc., and are trying to do what we are here for—get enough books, and have enough good service when the person gets into the library, so that he will be well served and will come again. It has seemed to work, as the use of the library has grown more since other methods were abandoned."

Among the small libraries it is frequently difficult to distinguish between service rendered by the library officially and by the librarian personally, or between service rendered to the community and service rendered to individuals. Among the many different enterprises and forms of service reported are the following:

Five act as a storage and distribution center for the Red Cross, Near East Relief, or local charitable organizations. In one library community singing is held on the fourth Sunday afternoon of each month under the auspices of the library staff and commissioners. Another acts as a distributing center for tickets for local events of all kinds. One library reports the organization and management, by the children's librarian, of a baseball team of Italian boys, which played two seasons without defeat, and also the organization and coaching of a football team.

In one small library a teacher's rest room and a public rest room for women are provided, both supplied with couch, rocking chairs, desk, and tables. This room is used by high

school girls for their noonday luncheon. It is also a conversation room for those who would rather visit than read. Tag day workers make the library their headquarters. Another reports that a serving club is conducted under the auspices of the library, with a membership of about 250 children. Classes in embroidery or knitting, or in cooking or etiquette, have been contemplated for future development. Classes in millinery are conducted weekly in the spring and fall.

In Henderson, Ky., the library co-operates with a historical society, which holds its meetings in the library building, and is fostering a historical museum. They have been able to gather together some valuable manuscripts and museum material, and have become a center of information on things historical and antiquarian, and are building toward a future hall of history in the community.

In Lincoln, Calif., the library has a reading room which is open to the public all day, although the librarian is present only four hours daily. The reading room is separated from the book shelves by gates, and the papers and magazines are accessible on tables and shelves.

The following more detailed reports give a description of the way in which many libraries in small cities or towns serve as a social center for the community.

In Buhl, Minn., the lower floor of the library is devoted to club rooms, and is used as a community center where a great deal of entertaining is done. Private individuals, as well as organizations, are allowed to entertain there entirely free of charge except for the laundry of linen and for breakage. A full equipment is maintained of china, glassware, linen, silver, etc., for serving one hundred people.

In Westerly, R. I., the library building, which was given and endowed by a citizen, combines the features of a public library, a gymnasium, and a civil war memorial. A park,

behind the library, is a part of the same bequest, and is under the same trusteeship as the library. The gymnasium occupies two rooms in the basement, equipped for the purpose, and provision is made for showers. In 1900 a stack room was added to the library, the basement level of which was equipped as a bowling alley, for the use of which a moderate sum was charged. This was a popular feature, but the noise of bowling was disturbing and the space was soon needed for books, and the bowling was discontinued. The gymnasium has never been a disturbance, because of its location and the thickness of the walls. There is no separate fund for maintenance of the gymnasium, but a separate account is kept of its receipts and expenditures. The membership fee is $5 a year, and non-members may use the baths by payment of 25 cents. Membership is limited to men and boys over fourteen. The gymnasium is open to members at any time during library hours, and a janitor is always present to supervise its use. The connection between the gymnasium and the use of the library is not close or direct, but the officials feel that it is a connection which is worth having, as the town has no Y. M. C. A. or community center.

Chapter IV

PUBLIC LIBRARY WORK WITH SPECIAL CLASSES

I. WORK WITH FOREIGNERS

No figures are presented here of the number of people of foreign nationality, whether native or foreign-born, in various cities. These figures are of course available in the United States Census reports, and should be studied by anyone who desires to study the work of individual libraries in its relation to the foreign population of the cities which they serve. For the purposes of the *Survey,* in its study of the service which libraries are giving to foreigners, it is more important to ascertain the size, and the distribution by languages, of the foreign book collections of various libraries, and the circulation in each language.

The information which could be obtained, however, concerning foreign book collections, and especially concerning their circulation and use, is not sufficient to give a comprehensive view of library service to foreigners in all cities which have a large foreign population. Many libraries which are of first importance in this respect, as in others, did not reply to the questionnaire. Some of the libraries which replied, reported that they have no record of the number of books which their collections contain in each of the foreign languages. Others reported that the circulation of foreign books is not recorded separately, or that all foreign circulation is grouped together in their statistical records, instead of under the different languages. The information which the *Survey* is able to present, therefore, concerning the size and

the use of foreign collections in different languages, is by no means exhaustive.

The following pages give (first under cities, and then under languages) the fullest information which could be obtained from the libraries reporting, concerning the number of volumes in each language, and the circulation in the last year preceding their reports. Where circulation figures are not given, no figures were reported, and presumably records are not kept separately for the various languages.

Several libraries have small collections of juvenile books in some foreign languages, principally in French or German, but with very few exceptions the foreign collections are composed entirely of adult books. It therefore seems unnecessary to include juvenile books separately in this report, and the following tables give only the totals reported in each language.

Foreign Book Collections

Atlanta:

	Volumes	Circulation
French	1,410	690
German	458	96
Hebrew	140	26
Italian	63	23
Russian	15	6
Spanish	130	60
Yiddish	398	71
Total	2,614	972

Boston: (Circulation not kept separate.)

	Volumes
Danish and Norwegian	750
French	125,000
German	60,000
Greek	600
Italian	15,000
Russian	2,500
Spanish	15,000
Swedish	1,500

	Volumes
Yiddish	2,000
Other languages	15,000
Total	237,350

Buffalo: (Circulation not kept separate.)

	Volumes
French	6,000
German	12,000
Italian	1,000
Polish	2,500
Yiddish	700
Total	22,200

Chicago: (The circulation figures include only the popular collection, the so-called open-shelf stock in the main library and branches, and not the closed-stack foreign collections.)

	Volumes	Circulation
Arabian	81	158
Armenian	94	361
Bohemian	3,087	25,682
Croatian	220	1,161
Danish-Norwegian	3,791	12,371
Dutch	318	431
Finnish	26	
French	4,010	13,247
German	8,210	55,875
Greek	243	257
Hebrew	224	744
Hungarian	809	4,733
Italian	1,271	5,182
Latvian	1,007	161
Lithuanian	1,199	6,892
Polish	3,623	61,066
Roumanian	42	27
Russian	1,968	13,718
Slovakian	249	1,453
Slovenian	282	532
Spanish	1,187	4,432
Swedish	2,063	2,836
Ukrainian	185	308
Yiddish	4,048	26,915
Total	38,237	238,542

Cleveland:

	Volumes	Circulation
Arabic	240	1,565
Armenian	131	135
Bohemian	8,133	47,393
Croatian	1,200	3,324
Danish-Norwegian	939	595
Dutch	445	306
Finnish	856	1,722
French	5,000	8,509
German	20,769	42,669
Greek	341	762
Hebrew and Yiddish	2,986	6,937
Hungarian	6,876	50,884
Italian	3,501	10,125
Lithuanian	607	1,106
Polish	4,517	29,563
Portuguese	17	25
Roumanian	347	587
Russian	1,149	2,931
Serbian	376	402
Slovak	1,037	4,489
Slovenian	2,703	17,608
Spanish	1,541	1,988
Swedish	1,182	968
Ukrainian	130	1,294
Total	65,023	235,887

Detroit:

	Volumes	Circulation
Arabic	185	
Armenian	221	
Bohemian	405	
Croatian	102	
Danish	209	
Dutch	258	
Finnish	523	
Flemish	125	
French	3,004	10,155
German	4,347	23,425
Greek	218	
Hebrew	255	
Hungarian	858	
Italian	1,016	2,556
Lithuanian	90	
Norwegian	132	
Polish	2,454	18,514

	Volumes	Circulation
Portuguese	12	
Roumanian	231	
Russian	1,389	
Serbian	129	
Slovakian	53	
Spanish	594	1,560
Swedish	339	
Ukrainian	215	
Yiddish	2,191	13,446
(Unclassified)		23,375
Total	19,555	93,031

Gary:

	Volumes	Circulation
Bohemian	102	
Croatian	102	
French	117	
German	378	
Greek	158	
Hungarian	343	1,106
Italian	283	226
Lithuanian	79	
Polish	513	2,500
Roumanian	188	
Russian	260	523
Serbian	103	
Slovak	206	385
Spanish	155	
Swedish	181	
Yiddish	60	
(Unclassified)		2,492
Total	3,228	7,232

Grand Rapids:

	Volumes	Circulation
Armenian	79	63
Dutch ("Holland")	2,812	8,603
French	2,113	433
Frisian	197	32
German	3,295	1,326
Italian	331	85
Lithuanian	194	338
Norwegian	50	
Polish	1,258	2,285
Spanish	139	40

	Volumes	Circulation
Swedish	204	36
Yiddish	219	65
Total	10,891	13,306

Hartford:

	Volumes	Circulation
Armenian	64	17
Bohemian	17	
French	2,342	1,682
German	2,386	2,169
Greek	47	36
Hebrew	69	86
Italian	527	586
Lithuanian	55	170
Norwegian	156	63
Polish	127	338
Russian	467	247
Spanish	126	65
Swedish	442	228
Yiddish	205	776
(Juvenile, unclassified)		152
Total	7,030	6,615

Indianapolis: (Circulation record kept separate only at one branch.)

	Volumes
Armenian	1
Bohemian	1
Bulgarian	38
Chinese	3
Croatian	1
Danish	73
Dutch	18
French	1,120
German	2,270
Greek	40
Hebrew	2
Hungarian	44
Italian	56
Japanese	4
Kurdish	1
Lithuanian	2
Norwegian	2
Polish	128
Portuguese	2

	Volumes
Roumanian	73
Russian	8
Slovakian	1
Slovenian	292
Spanish	56
Yiddish	37
Total	4,273

Jersey City:

	Volumes	Circulation
French	729	705
German	3,318	4,513
Hebrew	148	63
Italian	428	1,373
Polish	355	3,515
Yiddish	264	586
Total	5,242	10,755

Los Angeles:

	Volumes	Circulation
Arabic	147	
Armenian	195	
Bulgarian	2	
Catalan	7	
Chamorro	2	
Czechoslovak	541	891
Dutch	247	
Finnish	58	
French	6,611	20,150
German	4,950	27,263
Greek	109	159
Hungarian	495	
Icelandic	113	
Italian	1,549	4,611
Japanese	13	
Lithuanian	73	
Norwegian (and Danish)	735	2,376
Polish	197	495
Portuguese	51	
Roumanian	31	
Russian	1,808	11,083
Ruthenian	18	
Serbo-Croatian	110	
Spanish	7,548	45,770
Swedish	694	2,259

	Volumes	Circulation
Yiddish (and Hebrew)	1,927	9,671
(Unclassified		6,043
Total	28,231	130,771

Minneapolis:

	Volumes	Circulation
Danish	1,800	
French	3,378	2,384
German	2,517	3,689
Norwegian	2,000	
Swedish	4,226	
Yiddish	1,235	3,826
(Unclassified)		19,584
Total	15,156	29,483

New Bedford: (Circulation not kept separate.)

	Volumes
French	3,978
German	1,318
Portuguese	678
Yiddish	48
Total	6,022

New York: (Circulation Department.)

	Volumes	Circulation
Bohemian (includes Czech and Slovak)	10,093	47,699
French	23,552	74,069
German	26,340	99,385
Hebrew	1,760	11,171
Hungarian	5,368	35,566
Italian	10,943	31,152
Norwegian	600	1,214
Polish	4,111	17,008
Russian	10,268	59,137
Spanish	5,016	16,088
Swedish	973	595
Yiddish	11,424	82,695
Minor groups	2,938	4,645
Total	113,386	480,424

Omaha: (Total foreign circulation 8,638.)

	Volumes
Arabic	25
Armenian	1

	Volumes
Bohemian	889
Danish (and Norwegian)	870
Dutch	34
French	1,292
German	1,323
Greek	2
Hungarian	7
Italian	300
Lithuanian	11
Polish	240
Portuguese	1
Russian	191
Slovakian	1
Spanish	110
Swedish	610
Yiddish	851
Total	6,758

Pittsburgh:

	Volumes	Circulation
French	11,702	2,898
German	19,721	6,061
Hebrew	450	136
Hungarian	1,573	1,906
Italian	3,382	2,254
Lithuanian	849	697
Polish	4,471	7,262
Russian	1,303	953
Spanish	708	380
Swedish	427	166
Yiddish	4,584	5,199
Other languages	2,701	1,326
Total	51,871	29,238

Portland, Ore.: (Circulation not kept separate.)

	Volumes
Armenian	48
Bohemian	36
Bulgarian	1
Chinese	1
Croatian	51
Danish	2
Dutch	4
Finnish	138
French	976

	Volumes
German	1,242
Greek	336
Hebrew	26
Hungarian	44
Italian	421
Japanese	10
Lithuanian	128
Norwegian	400
Polish	82
Roumanian	3
Russian	86
Servian	7
Spanish	148
Swedish	152
Syrian	1
Yiddish	235
Total	4,578

St. Louis: (Circulation not kept separate.)

	Volumes
Bohemian	1,470
Croatian	78
Dano-Norwegian	317
Dutch	541
French	10,420
German	25,840
Greek	290
Hebrew	440
Hungarian	920
Italian	2,250
Polish	1,040
Portuguese	90
Roumanian	150
Russian	1,200
Servian	260
Slovenian	230
Spanish	2,120
Swedish	426
Yiddish	1,750
Total	49,832

St. Paul:

	Volumes	Circulation
Bohemian	292	805
Danish (and Norwegian)	548	509

	Volumes	Circulation
French	2,307	1,266
German	1,994	5,743
Hebrew	119	98
Italian	369	237
Polish	516	405
Roumanian	180	14
Russian	112	183
Spanish	158	106
Swedish	1,221	887
Yiddish	787	1,167
Total	8,603	11,420

Salt Lake City:

	Volumes	Circulation
Danish	180	276
Dutch	120	205
French	1,128	886
German	805	1,685
Italian	28	44
Russian	16	19
Spanish	138	298
Swedish	92	127
Total	2,507	3,540

San Diego:

	Volumes	Circulation
Czechoslovak	70	71
French	691	1,062
German	569	885
Italian	218	157
Spanish	474	2,151
Welsh	1	3
Total	2,023	4,329

Seattle:

	Volumes	Circulation
Danish	806	3,221
French	2,054	4,068
German	1,370	4,336
Russian	752	7,936
Swedish	477	1,791
Total	5,459	21,352

Syracuse: (Circulation not kept separate.)

	Volumes
Arabic	39
French	743
German	880
Greek	52
Hungarian	28
Italian	266
Polish	417
Russian	22
Spanish	50
Ukrainian	67
Yiddish	317
Total	2,881

Utica:

	Volumes	Circulation
French	496	439
German	827	1,589
Italian	852	2,863
Polish	629	4,706
Total	2,804	9,597

Washington, D. C.:

	Volumes	Circulation
Danish	125	
French	2,400	5,062
German	1,800	2,222
Norwegian	529	
Swedish	146	
Scandinavian languages		131
Total	5,000	7,415

Waterbury: (Circulation not kept separate.)

	Volumes
Bohemian	111
French	652
German	727
Greek	12
Hungarian	1
Italian	248
Lithuanian	151
Polish	40
Russian	98

	Volumes
Spanish	43
Swedish	124
Yiddish	206
Total	2,413

Wilmington, Del.: (Total foreign circulation, exclusive of French and German, 4,178.)

	Volumes
French	379
German	473
Greek	60
Italian	402
Polish	583
Yiddish	361
Total	2,258

The following tabulation, under languages, includes the number of volumes reported by each of the libraries included in the foregoing tables, with exception of collections of less than ten volumes:

Arabic: Chicago, 81; Cleveland, 240; Detroit, 185; Los Angeles, 147; Omaha, 25; Syracuse, 39.

Armenian: Chicago, 94; Cleveland, 131; Detroit, 221; Grand Rapids, 79; Hartford, 64; Los Angeles, 195; Portland, Ore., 48.

Bohemian: Chicago, 3,087; Cleveland, 8,133; Detroit, 405; Gary, 102; Hartford, 17; New York, 10,093; Omaha, 889; Portland, Ore., 36; St. Louis, 1,470; St. Paul, 292; Waterbury, 111.

Bulgarian: Indianapolis, 38.

Croatian: Chicago, 220; Cleveland, 1,200; Detroit, 102; Gary, 102; Los Angeles, 110; Portland, Ore., 51; St. Louis, 78.

Danish: Boston, 750; Chicago, 3,791; Cleveland, 939; Detroit, 209; Indianapolis, 73; Minneapolis, 1,800; Omaha, 870; St. Louis, 317; St. Paul, 548; Salt Lake City, 180; Seattle, 806; Washington, D. C., 125.

Dutch: Chicago, 318; Cleveland, 445; Detroit, 258; Grand Rapids, 2,812; Indianapolis, 18; Los Angeles, 247; Omaha, 34; St. Louis, 541; Salt Lake City, 120.

Finnish: Chicago, 26; Cleveland, 856; Detroit, 523; Los Angeles, 58; Portland, Ore., 138.

Flemish: Detroit, 125.

French: Atlanta, 1,410; Boston, 125,000; Buffalo, 6,000; Chicago, 4,010; Cleveland, 5,000; Detroit, 3,004; Gary, 117; Grand Rapids, 2,113; Hartford, 2,342; Indianapolis, 1,120; Jersey City, 729; Los Angeles, 6,611; Minneapolis, 3,378; New Bedford, 3,978; New York, 23,552; Omaha, 1,292; Pittsburgh, 11,702; Portland, Ore., 976; St. Louis, 10,420; St. Paul, 2,307; Salt Lake City, 1,128; San Diego, 691; Seattle, 2,054; Syracuse, 743; Utica, 496; Washington, D. C., 2,400; Waterbury, 652; Wilmington, Del., 379.

Frisian: Grand Rapids, 197.

German: Atlanta, 458; Boston, 60,000; Buffalo, 12,000; Chicago, 8,210; Cleveland, 20,769; Detroit, 4,347; Gary, 378; Grand Rapids, 3,295; Hartford, 2,386; Indianapolis, 2,270; Jersey City, 3,318; Los Angeles, 4,950; Minneapolis, 2,517; New Bedford, 1,318; New York, 26,340; Omaha, 1,323; Pittsburgh, 19,721; Portland, Ore., 1,242; St. Louis, 25,840; St. Paul, 1,994; Salt Lake City, 805; San Diego, 569; Seattle, 1,370; Syracuse, 880; Utica, 827; Washington, D. C., 1,800; Waterbury, 727; Wilmington, Del., 473.

Greek, Modern: Boston, 600; Chicago, 243; Cleveland, 341; Detroit, 218; Gary, 158; Hartford, 47; Indianapolis, 40; Los Angeles, 109; Portland, Ore., 336; St. Louis, 290; Syracuse, 52; Waterbury, 12; Wilmington, Del., 60.

Hebrew: Atlanta, 140; Chicago, 224; Detroit, 255; Hartford, 69; Jersey City, 148; Los Angeles, 75; New York, 1,760; Pittsburgh, 450; Portland, Ore., 26; St. Louis, 440; St. Paul, 119.

Hungarian: Chicago, 809; Cleveland, 6,876; Detroit, 858; Gary, 343; Indianapolis, 44; Los Angeles, 495; New York, 5,368; Pittsburgh, 1,573; Portland, Ore., 44; St. Louis, 920; Syracuse, 28.

Icelandic: Los Angeles, 113.

Italian: Atlanta, 63; Boston, 15,000; Buffalo, 1,000; Chicago, 1,271; Cleveland, 3,501; Detroit, 1,016; Gary, 283; Grand Rapids, 331; Hartford, 527; Indianapolis, 56; Jersey City, 428; Los Angeles, 1,549; New York, 10,943; Omaha, 300; Pittsburgh, 3,382; Portland, Ore., 421; St. Louis, 2,250; St. Paul, 369; Salt Lake City, 28; San Diego, 218; Syracuse, 266; Utica, 852; Waterbury, 248; Wilmington, Del., 402.

Japanese: Los Angeles, 13; Portland, Ore., 10.

Latvian: Chicago, 1,007.

Lithuanian: Chicago, 1,199; Cleveland, 607; Detroit, 90; Gary, 79;

Grand Rapids, 194; Hartford, 55; Los Angeles, 73; Omaha, 11; Pittsburgh, 849; Portland, Ore., 128; Waterbury, 151.

Norwegian: Detroit, 132; Grand Rapids, 50; Hartford, 156; Los Angeles, 735; Minneapolis, 2,000; New York, 600; Portland, Ore., 400; Washington, D. C., 529.

Polish: Buffalo, 2,500; Chicago, 3,623; Cleveland, 4,517; Detroit, 2,454; Gary, 513; Grand Rapids, 1,258; Hartford, 127; Indianapolis, 128; Jersey City, 355; Los Angeles, 197; New York, 4,111; Omaha, 240; Pittsburgh, 4,471; Portland, Ore., 82; St. Louis, 1,040; St. Paul, 516; Syracuse, 417; Utica, 629; Waterbury, 40; Wilmington, Del., 583.

Portuguese: Cleveland, 17; Detroit, 12; Los Angeles, 51; New Bedford, 678; St. Louis, 90.

Roumanian: Chicago, 42; Cleveland, 347; Detroit, 231; Gary, 188; Indianapolis, 73; Los Angeles, 31; St. Louis, 150; St. Paul, 180.

Russian: Atlanta, 15; Boston, 2,500; Chicago, 1,968; Cleveland, 1,149; Detroit, 1,389; Gary, 260; Hartford, 467; Los Angeles, 1,808; New York, 10,268; Omaha, 191; Pittsburgh, 1,303; Portland, Ore., 86; St. Louis, 1,200; St. Paul, 112; Salt Lake City, 16; Seattle, 752; Syracuse, 22; Waterbury, 98.

Ruthenian: Los Angeles, 18.

Serbian: Cleveland, 376; Detroit, 129; Gary, 103; St. Louis, 260.

Slovak: Chicago, 249; Cleveland, 1,037; Detroit, 53; Gary, 206; Los Angeles, 541; San Diego, 70.

Slovenian: Chicago, 282; Cleveland, 2,703; Indianapolis, 292; St. Louis, 230.

Spanish: Atlanta, 130; Boston, 15,000; Chicago, 1,187; Cleveland, 1,541; Detroit, 594; Gary, 155; Grand Rapids, 139; Hartford, 126; Indianapolis, 56; Los Angeles, 7,548; New York, 5,016; Omaha, 110; Pittsburgh, 708; Portland, Ore., 148; St. Louis, 2,120; St. Paul, 158; Salt Lake City, 138; San Diego, 474; Syracuse, 50; Waterbury, 43.

Swedish: Boston, 1,500; Chicago, 2,063; Cleveland, 1,182; Detroit, 339; Gary, 181; Grand Rapids, 204; Hartford, 442; Los Angeles, 694; Minneapolis, 4,226; New York, 973; Omaha, 610; Pittsburgh, 427; Portland, Ore., 152; St. Louis, 426; St. Paul, 1,221; Salt Lake City, 92; Seattle, 477; Washington, D. C., 146; Waterbury, 124.

Ukrainian: Chicago, 185; Cleveland, 130; Detroit, 215; Syracuse, 67.

Yiddish: Atlanta, 398; Boston, 2,000; Buffalo, 700; Chicago, 4,048; Cleveland, 2,986; Detroit, 2,191; Gary, 60; Grand Rapids, 219; Hartford, 205; Indianapolis, 37; Jersey City, 264; Los Angeles, 1,852; Minneapolis, 1,235; New Bedford, 48; New York, 11,424; Omaha, 851; Pittsburgh, 4,584; Portland, Ore., 235; St. Louis, 1,750; St. Paul, 787; Syracuse, 317; Waterbury, 206; Wilmington, Del., 361.

Selection of books.—An attempt was made to ascertain to what extent foreign books are purchased for people who can not read English at all; for people who can not read English readily; and for people who read mainly English books, but wish also to keep in touch with the literature of their own tongue. Several reports decline to recognize any distinctions of this kind. One library, for instance, says: "We try to buy foreign books to suit all who wish to read them, high or low, without reference to this strange discrimination as to their knowledge of English, which seems pointless." Kansas City, however, says: "We try to make them read English as quickly as possible," which seemingly implies at least some measure of discrimination. Virginia, Minn., reports that foreign books are bought sparingly, and only for the older foreigners who are unable to learn English; others are being urged to become American citizens, and should use English books. Some possibility of a difference of opinion and of practice is indicated by the reply from Newton, Mass., that they encourage foreigners to keep in touch with their native literature, even though they can read English.

Other reports indicate that some distinctions are made, without indicating whether they are due to a definite policy or to lack of demand from the third group, the Americanized foreigners who still prefer to read their own literature. Thus New York reports that they buy largely for the first two groups, and slightly for the third. Many replies state that

books are purchased for all classes, but do not indicate that any definite distinctions are made between one class and another. Among the more definite of these reports are: "Our desire is to provide books to such extent as we can use them, with all three groups in mind" *(Buffalo)*; "we keep in mind all three classes, and try to supply the needs of all" *(Detroit)*. Several report that some books are purchased for the third group, but indicate that such reading is mainly for cultural purposes, rather than for the foreign population as such.

Approximately two-thirds of all the libraries reporting state that in their selection of books they do not "seek to discourage the use of foreign language books by children." Many of these state that no discouragement is necessary. Thus: "On the contrary; they forget fast enough at the best" *(Cleveland)*; "most of the children are unable to read the language of their parents" *(Grand Rapids)*; "there is not much demand for books in foreign languages among children, though they take them out for their parents" *(Indianapolis)*; "as a matter of fact, it would be difficult to get these children to read juveniles in their own language" *(Toledo)*. Several report that instead of discouragement, they offer encouragement. Thus, Hartford says: "Besides keeping them in touch with their parents' country, every language is a valuable asset when they grow up." Likewise, Minneapolis says: "We believe children should keep their mother tongue. They won't do so unless encouraged to read foreign language books."

Among those who report the opposite policy, of discouragement, are Brooklyn, Detroit, Kansas City (except Hebrew), Newton, Mass. (unless foreign born), Omaha, San Diego, and San Francisco. Los Angeles reports: "It does not come within our field to discourage the use of foreign language

books, but we do try to turn their attention to books which are translations from English authors, to create a desire to read these authors in the original."

That the difficulty of supplying enough books in English may have curtailed the supply of foreign books in many cities is indicated by the following report from Bridgeport:

"With practically no books in foreign languages to start with, it would not have been possible in the last few years to build up a collection without affecting the supply of the unusually increased demand for books in English. Our growth in circulation in six years, and the fact that we have stocked six new branches in that time with between 60,000 and 75,000 volumes, will show how great has been this latter demand. It has been our policy, therefore, not to buy foreign literature in the original language, but to buy everything we could learn of in a foreign language that was a translation of American literature, American history, civics, biography, etc., and books in a foreign language designed to help the foreigner learn English or become acquainted with American customs. This is at least a constructive policy, and has come to be considered by us as perhaps the best. It of course disregards the pleasure of the adult foreigner who can not read English, but many such are not readers by habit or inclination, and the young and native-born read English. A large percentage of our new registration are persons with foreign names."

In the sources and methods that are utilized in the selection of foreign books, most of the reports seem to indicate that reliance is placed on whatever means of assistance may be available. Such book reviews as can be obtained are generally consulted, and some state that the advice of booksellers is occasionally followed. Many rely upon expert advisers in the different languages, whenever their services can be

obtained. Except in a few of the largest libraries, with a large foreign clientele, which have been able to appoint or develop experts on their own staffs, this seems often to be a rather uncertain source of assistance, partly because of the apparent scarcity of expert advisers, and partly because the expert advice is not always considered very trustworthy. Some, indeed, seem well satisfied with the results of their reliance on experts, whether foreigners or American linguistic specialists, and find their advisers "people of high educational training and good discrimination." "Otherwise," says one report, "we should not ask their advice." Detroit reports: "We get the best available. They usually have a good educational background, and they know the needs and tastes of their own people." Salt Lake City says: "They are not always people of education and discrimination, but they usually know the capacity of their clientele." Indianapolis has had good assistance from the Immigrant Aid Association, as well as from individual foreigners of some degree of education.

Several reports express or imply less satisfactory experience. Foreign advisers are "usually of high education, but rarely of good discrimination," says one. Another purchased a foreign collection on the advice of a local clergyman, but the books were beyond the reading level of his parishioners. Another says: "Our present collection is largely the result of advice from a few highly educated foreigners in each field, and this is responsible for the fact that we lack the popular type of book which is really in demand."

Some of the methods of book selection are illustrated a little more in detail by the following reports.

Detroit: In the matter of book selection, interpreters from the various groups are indispensable. We try to have the advice of more than one representative of a foreign language, knowing that there are many varying cultures and conflicting

opinions in many of the groups: for instance, the man's interests and the woman's; the conservative and the radical; the highly educated and the almost illiterate. We get book catalogs from dealers and publishers in Europe, and submit them to these interpreters, asking them to describe the books which they select and give us the reasons for their selections. Sometimes we buy in America and books are sent on approval, in which case our foreign-born friend goes over the books with us, describing them, and recommending or rejecting. There are on the staff representatives of a number of nationalities. These people are organized into a "foreign book committee," and give valuable help, both in book selection and in establishing a *rapport* with the foreign group.

Grand Rapids: We have had a great deal of assistance from representatives of foreign groups in the ordering and cataloging of books in the foreign languages. This is particularly true of such languages as the Yiddish, Arabic, Frisian, Armenian, etc., which are not so commonly talked in the United States. The ordinary European languages, French, German, Spanish, Italian, and Dutch ("Holland"), are handled very well by members of our staff without outside assistance. Contacts that are made with representative foreigners in the cataloging and ordering of books in these languages are very useful in connecting the library with the foreign-born.

In regard to personal work with the foreign population, most of the reports gave too little information to make possible a very comprehensive report. Some of the reports, even from cities which have foreign book collections of considerable size, seem to indicate that this department of their work has not been developed very extensively or as a special feature. One large library, for instance, reports: "This department of our work is very undeveloped. In fact, all we

do is to permit foreigners to read some of our books, and cherish hopes of more aggressive work when our taxing authorities grant us more funds. We really are doing nothing systematically that would be of general interest to the profession." Another large city library reports: "We are doing what we can through branches and other collateral agencies, but we have no work with the foreign-born as a specialty because we have been unable to find the right people to head it. This condition still prevails, although there is some possibility that it may be cleared up in the near future. Our work through the branches and other extension agencies is confined to co-operation with such organizations as come to our notice through their own initiative or requests for help."

The following pages give statements which have been contributed by several libraries concerning some of the principal methods which they use in their work with the foreigners.

Co-operation with other agencies.—Cleveland: Among the principal forms of co-operation with other agencies are the following:

1. With educational agencies:

   (a) By recruiting classes. The direct method of teaching English to foreigners was first used on a large scale in Cleveland by the Y. M. C. A. in classes which the library helped to recruit and which were held in library buildings. This work was later transferred to the board of education when its value had been demonstrated.

   (b) By acting as intermediary in establishing classes under the auspices of the School of Education for parochial school teachers. These classes met in library buildings for several years.

   (c) By securing authorized teachers for religious communities.

2. With social settlements: Several libraries are in settlement houses, and the library co-operates closely with all others.

3. With the Museum of Art, by arranging initial visits of parochial school classes; also by a definite plan of having children bring their drawings to the library, and sending promising work to the museum. If the museum considers the child talented, the librarian is notified, and arranges for someone to take the child to the museum for introduction there. Some very interesting developments have come from this project. Home land exhibits have been shown in branch libraries from which selections were made for an exhibit at the museum.

4. With American groups.

(a) By furnishing information and guidance to new social workers in the community, speaking before training classes and groups of social workers about the foreign book collections and other resources of the library which are especially interesting to foreigners.

(b) By bringing together Americans and foreigners who have common interests, either individually or in groups, at the library or elsewhere.

(c) By speaking on racial groups, interpreting them sympathetically and with understanding.

5. With hospitals and other institutions: By supplying books in their native language to foreign patients in hospitals, and often arranging for later library contacts; by institutes in library buildings; and by exhibits of books at institutes elsewhere.

6. With the Foreign Language Information Service, by serving on local committees.

7. With the Daughters of the American Revolution, the Citizens' Bureau, the Welfare Federation, the Americaniza-

tion Committee of the Federation of Women's Clubs, who cooperate in foreign evenings at the Broadway branch. Cooperation takes the form of financial support, attendance at meetings, and publicity in their organizations.

Members of the staff also serve on local committees of such organizations as the International Institute, the Girls' Council, the Humane Society, and the Associated Charities.

Detroit: The organization most useful to us has been the International Institute. The directors have a very fine sense of fitness and have been able to put us into touch with the men and women of foreign birth who were most capable of helping us—intellectual leaders of their groups. They have also given us much information about organizations in the various nationality groups and about the distribution of the population by nationality, and have enabled us to study the backgrounds of immigrants through their community life here.

There is an organization, the Detroit Council on Immigrant Education, composed of representatives of all the agencies which work with the foreign-born. This meets about six times a year, at a luncheon where reports are given from time to time. This also has been a valuable source of information and a means of knowing what is going on, as well as an opportunity to make known to others interested what the library is doing and plans to do.

Gary: The International Institute for Foreign-Born Women (Y. W. C. A.) has its quarters in the basement of one of the branches. Under the auspices of the institute, the study and assembly rooms are used constantly by the foreign people of the neighborhood for classes, club meetings, lectures, social gatherings, etc. The library furnishes books to the students in the English and citizenship classes conducted by the institute; it also furnishes the institute with a list of

readers who may be interested in these classes. Posters in the institute quarters announce the fact that books in foreign languages may be obtained at the library. Announcements of new foreign books, as well as notices concerning books and authors of special interest to the foreign literary clubs, are posted in the assembly room from time to time.

Grand Rapids: A great deal depends on the neighborhood in which the branch library is located. Certain neighborhoods have a large foreign population, and others have scarcely any. In Grand Rapids we have a number of neighborhoods that are almost entirely Holland, or Dutch (Holland being the term used here). They are a very high grade of foreigners. The following are examples of some of the things that are being done at some of these branches.

At our Hall School branch, which is in a Holland neighborhood, the Americanization class meets in the library, and several members of the class are borrowers. The librarian attends the social meetings, and gives instruction in the use of the library. Many foreigners just arriving use the library, and we have there a collection of books in the Holland language. They begin with books in their own language and follow up with books in the English. The Holland people enjoy particularly the English novels of Helen R. Martin, dealing with the so-called Pennsylvania Dutch of eastern Pennsylvania, and of Arnold Mulder, treating of the Hollanders of western Michigan, for the cultural backgrounds of these groups have many things in common.

At the Franklin branch, which is in a neighborhood where there are some Hollanders, there are also a good many Mexicans who have come in recent years, and also some colored people. The night school classes in Americanization visit the library with their teachers. The work and the arrangement of the library are explained to them, how to get

cards, etc. Whenever there is a special nationality represented in sufficient number to permit, additional books in that language are borrowed from the main library, and placed on the shelves. At this branch they have groups of people using the following languages: Mexican, Holland, Polish, German, Syrian, and Armenian. There is a Holland parochial school near this branch, and classes are given lessons in the use and arrangement of the library.

Ottawa Hills high school branch is in a new section of the city where there are a great many very fine homes, but nearby there are a large number of Hollanders and Armenians. A class of forty Armenians meets evenings in this high school. Instruction is given in the use of the library, taking out cards, etc.

The library, in a general way, co-operates with all agencies that are doing work of this kind. One of the groups that meets downtown to prepare for the examination for admission to citizenship, usually spends one evening at the main library, where they are taken through the building, and a talk is given them. Sometimes this talk is given to them at the city hall, where they usually meet.

Indianapolis: Our Haughville branch is situated in an industrial community in which are small groups of many nationalities, rather than a single language colony. Four years ago it was decided to try to reach this part of our population. Since that time we have registered at the branch twenty-four nationalities, and have purchased small collections of books in fourteen languages and newspapers, for circulation, in eleven. We have not formulated a definite policy in foreign book buying, but in general believe that when there are enough householders to support a church for any racial group, there are enough taxpayers to justify the library in supplying their demands for books.

We found that during the first year that we began to circulate foreign language books our circulation of "learning English" books increased 100 per cent. We have always shelved the "easy English" books, citizenship books, books on history and civics, and on crochet and needlework, in the same sections as the foreign language books. This helps the shy newcomer to orient himself and makes a very simple bridge to the general collection.

The foreign language circulation is from 10 to 15 per cent. of the total circulation of the Haughville branch.

Work with the foreign-born in Indianapolis is quite scattered and unorganized, because it has never been considered a pressing problem. The American Settlement and the W. C. T. U. neighborhood house are the only two settlement houses in the city doing this kind of work. Both are outside the Haughville branch library district, but we have served both organizations by lending them collections of books and newspapers in foreign languages, making bibliographies on racial backgrounds for their workers, and compiling lists of material on the home teaching of immigrant women, etc.

A member of the Haughville staff was placed on the city committee for the survey for an opportunity school, and she made the survey of the branch district in co-operation with the priest of the foreign Catholic church, who placed all parish records in her hands.

We have co-operated with the Y. W. C. A. by furnishing them with statistics and information concerning the racial groups of our district and by gathering together material for exhibits of handwork and objects brought from the old country.

At the request of the Jewish leaders of the city, the library had a booth at the Jewish Communal House at a mass meet-

ing urging Americanization, at which the library was the only outside educational force represented.

We have also co-operated with the Indianapolis Chamber of Commerce and the national headquarters of the American Legion by giving them the names of foreigners capable of translating some of their foreign correspondence.

We have made talks to D. A. R. chapters on the racial groups of Indianapolis, and have talked before the Social Workers' Club of Indianapolis, of which two of our staff are members, and have also talked to the sociology classes of Butler College.

New Bedford: We have a large foreign population, and the attendance in classes in the whole city is over three thousand. Most of these people are brought into more or less close touch with the library through the energetic work of the superintendent of Americanization work and her teachers. There are 438 absolute illiterates, unable even to write in their mother tongue, who have been given class work.

The racial groups in New Bedford comprise something over twenty different nationalities, which rank, in numbers, in the following order: Portuguese, French, Polish, Jewish, Italians, Syrians, Greeks, and Austrians.

New York: New York City is becoming less and less of a foreign language city. Twenty-five years ago any investigation into conditions in certain sections of the city, practically required an interpreter, but today the English language is spoken and understood almost universally. Even in the Syrian, Italian, and Yiddish-speaking neighborhoods, it is comparatively seldom now that a person is found, except among the aged, who has not a fairly good working knowledge of the English language. Although Yiddish literature, for instance, is increasing, nevertheless the Yiddish news-

papermen and other leaders agree that Yiddish in New York is doomed, and that in the next generation there is likely to be complete forgetfulness of Yiddish as a language, unless the immigration laws are revised.

The work in the circulation department of the New York Public Library having to do with foreign language or other racial groups, is managed much as is the work of the department with the English speaking community. Foreign language and other racial communities exist on a somewhat migratory basis throughout the entire city. The territory occupied by these groups is not occupied exclusively by persons speaking given languages, there being a great deal of intermingling of races and languages, with almost everywhere some race or language predominating. An attempt to co-operate with "other agencies or other organizations" would necessarily be an attempt at such co-operation on a city-wide basis. Most of the agencies and other organizations are not, however, established on a city-wide basis, but are of a rather local or "neighborhood" character. The relationship between the "foreign branches" and their neighborhood organizations is usually very close.

In the sections where the preponderant neighborhood is foreign, the branch library possesses collections of books in the predominating languages. These collections are administered by assistants who are familiar with the literature and languages of the neighborhood. The assistants in question are often themselves of neighborhood origin, and consequently familiar with social organizations, schools, etc., of the locality. In certain sections of the city where branch libraries, because of the overwhelming foreign or racial groups, have become substantially libraries representing these groups, it is found that the editors, actors, writers, musicians, and general *intelligentsia* congregate. Through these groups in-

formation about the work of the library is disseminated throughout the territory. This applies particularly to the Hebrew, Yiddish, and Czechoslovak communities.

St. Louis: Classes in English and citizenship are held in the club rooms of the library in co-operation with the Y. M. C. A., the International Institute, and the Council of Jewish Women. The library supplies the Naturalization Bureau with cards of introduction to the library for applicants for citizenship papers. These applicants are directed to present the cards at the library and to ask for books to aid them in preparing for the examination for their first papers. Bearers of these cards are given the privileges of the library without further references.

The Provident Association case workers use the library's books on racial backgrounds to aid them in their work with foreigners.

Co-operation with schools and social organizations.—Cleveland: The parochial schools of foreign parishes are visited and given library service equivalent to that given to the public schools, only such adaptation being made as tact and good judgment dictate. The foreign language schools, held after public school hours, do not need visits, as those children are seen in their day schools, and their time is too limited to permit visiting.

Foreign social organizations of all sorts, formal and informal, are visited, to learn the interests and activities of the group; to give book talks, especially to groups of young people, such as church sodalities, lodges, etc.; and to be seen and recognized as the representative of a community factor. Foreign dramatic entertainments and concerts give the librarian a view of the cultural level of the community such as she can get in no other way. The greatest initial obstacle to library use is the shyness and timidity of most immigrants.

They are afraid to go to strange places, full of strange people, to meet they know not what strange requirements. If they know by sight "the lady from the library," and have seen her enjoying their own entertainment, or have heard her speak at their parish banquet, they feel a degree of assurance from that contact, slight as it is.

Detroit: A large part of the work of the foreign division is done through the branch libraries, which tend to become community centers of culture for the foreign-born. The branch librarians or their assistants make visits to the foreign schools and the organizations in their communities, telling about the library and, what is perhaps more important, learning how to understand, and therefore how to serve, the foreigner who comes to their libraries. They also call upon priests or pastors, and other prominent representatives of the nationalities in whom they are interested, and establish a *rapport* between them and the library.

Gary: History, civics, and easy English books are lent to many of the students in the evening classes for foreigners, conducted in a large school center located across the street from the library. Announcement of the service of the library is made each year in these classes. Lists of questions and answers on the government of the United States are typed and lent by the library to those who are studying for their naturalization examinations; books are also supplied to help them in studying for these examinations.

Grand Rapids: Visits have been made to a large number of parochial schools, and groups from these schools visit some of the branches with the teachers and sisters. This connects the library with the foreign-born to a certain extent, for some of the parochial schools have a very large number of foreigners.

Indianapolis: Our work with the Holy Trinity parochial

school, the Catholic school which serves the foreign element in the district, is in no way different from the work with the other Catholic and public schools in the neighborhood. The sisters bring their classes to the library during school hours for instruction in the use of the library, and make use of our picture and book collections in their school rooms. We have visited the Hungarian Saturday school for American-born children of Hungarians, the Bulgarian Saturday school, and the Roumanian Four O'Clock school, all of which have been established to teach the children the language, history, and national ideals of the countries from which their parents have come. We have given talks at these schools on the resources of the library, and have told them stories of their national heroes. As a result of these talks a club was formed at the branch, called the Library Hero Club, which has been most successful. We also visit the foreign kindergarten to tell stories to the children and to furnish them with picture books. We have been guests at meetings of their girls' clubs and mothers' clubs, thus establishing personal contact with the mothers who speak English. Recently the branch librarian was the principal speaker at an organization meeting of a Slovene-American woman's club, having the rather large task of representing the American half of the name, the only English spoken at the meeting being spoken by her.

Orders for new books in the Slovenian language are submitted to the officers of the Slovene Club for their approval, not only for our own guidance but as good publicity for the new titles, and help in cataloging is given by the leaders of this club in the translation of title pages.

The Macedonian is the only foreign group with educated leaders. Indianapolis is the headquarters for the Macedonian Political Union of the United States and Canada.

They have recently begun the publication of a weekly newspaper, "The Macedonian Tribune," which is sent to all members on this side of the Atlantic, and has a circulation of over two thousand. The Haughville branch furnished part of the material that made up the first issue, and has had publicity articles in subsequent issues. The members of this union are most helpful in furnishing material on Bulgarian literature.

The Syrian-American Brotherhood not only suggests Arabic titles to be purchased by the library, but translates the title pages and circulates the books from their club rooms because the Syrians of the city are so scattered that a community branch could not serve them all.

The following lists the foreign language clubs that have been reached by the Haughville branch, either by attendance at meetings, by talks with leaders, or by letters to the club: Slovene clubs and lodges, 11; Polish, 1; Serbian, 1; Hungarian, 1; Greek, 2; Roumanian, 3; Bulgarian, 2; Syrian, 2.

Minneapolis: Americanization work is carried on in two distinct fields: first, in the night schools of Minneapolis; second, in the naturalization courts.

1. Schools. Every fall a representative of the registration department visits each night school for foreigners in the city, to take applications for library cards. A talk is given in every room, offering the library's fullest assistance to the newcomer. The students are urged to use library books, especially those which are helpful in study of the English language; they are urged to learn our laws and about the machinery of our government. To encourage the work the library places special book lists in the hands of night school teachers, containing lists of books for new Americans, and the teachers are asked to assign reading lessons from the books listed.

In registering foreigners for library cards, we always ask if they are studying to take out naturalization papers. If they are, we provide them with a simple book on civics, approved by the naturalization examiner, and ask them to come to us at any time for other reading matter needed in naturalization preparation.

Classes are held in some of the branch buildings, and a number of branches invite the night schools over for an evening in the branch after nine o'clock, explaining the library, and occasionally serving light refreshments.

2. Naturalization courts. When an applicant signs for his second set of naturalization papers in the clerk's office, he is given a printed slip, offering him the library's assistance in preparing for citizenship. With the slip is a list of Minneapolis library stations and a card of introduction to the library, signed by the clerk of the district court. He is also given a booklet containing helps for citizenship examinations. A representative of the registration department of the library visits every sitting of the naturalization court, and there takes applications for library cards from the foreigners as they take the oath of allegiance. If a man is refused naturalization papers in court because of lack of knowledge, the clerk of court directs him to the library attendant present, who issues him a card and invites him to the library. The same attendant welcomes him to the library when he calls, and personally sees that he gets the books that will help him. Many of the judges, in charging the newly naturalized to be good citizens, tell them not to feel that because they have passed the examinations they have no need of further study. They urge them to make further use of the library, to study the lives of America's great men, and American history, that they may be more intelligent citizens and voters.

At the present time we receive from the examiner's office

in St. Paul a list of all applicants who fail in their examinations on American government, and we immediately send them letters offering library aid in preparing for their second attempt at the examinations. We enclose cards of introduction to the library, to make the transaction the more personal. About 50 per cent. of these cards are turned in within a short time after the mailing of the letters.

New York: There are virtually no foreign classes for adults in this city, although there are a large number of foreign schools whose business it is to teach the mother language to the children of the foreign elements. Some foreign branches are in close touch with these latter.

We have had large numbers of evening classes in branch libraries for the teaching of English to foreigners, and there are a number of such classes now in operation. The board of education finances a number of such classes in the libraries when twenty or more can be registered; for smaller groups (usually women, or women with a few men), other organizations provide teachers.

Work with classes and other groups.—Cleveland: Adult classes in English, day and evening, meet in such of our library buildings as have available space. Classes meeting in school buildings are authorized to give one evening each term to a visit to the library, where they register and draw books. Evening classes are visited by members of the library staff, and books are supplied for supplementary reading. Citizenship classes conducted by the Citizen's Bureau to prepare candidates for second papers are almost all held in libraries.

Foreign societies do not meet regularly in any of our libraries, for they prefer the sense of possession in a hall of their own, but they use our auditoriums on special occasions: to celebrate anniversaries, such as Washington's birthday or

Masaryk's birthday, the anniversary of Czechoslovakian national independence; and for organization meetings: for example, the national organization of Czechoslovak Legionnaires took place in a Cleveland branch library.

Detroit: The auditoriums of the branches and the main library are open to classes and clubs. At present the board of education and the International Institute hold classes in several branches and the main library.

Gary: The librarian in charge of the foreign department assists five foreign clubs to plan their literary programs, and the library supplies the books needed for the preparation of these programs. She also speaks at meetings of the various foreign clubs, telling them of the foreign books in the library and of its reference service. The library has sponsored Hungarian, Polish, and International programs, featuring at each of these the literature, music and dancing, and art, of the countries represented.

Indianapolis: There has been very close co-operation with the night school classes in our district. These are public school classes held at the Slovenian Hall. They combine a study of the English language with the study of American history and government for citizenship, and are elementary in their nature. Those wishing advanced study must go to one of the high schools in the downtown district, which have classes that are better organized and better attended. The librarian pays frequent visits to these classes and the latter visit the library once a month.

For one year there was a private Macedonian citizenship class, under the leadership of one of their group, which met in the branch. This has been temporarily discontinued, but the library has been asked to sponsor it another year and will do so if we can find the time and the space for it.

New Bedford: We co-operate in the following ways with

the Americanization work conducted by the schools. There are nine classes, averaging fifteen students to a class, which meet in our building twice a week. We provide books that are supplementary to the books furnished by the schools. We also buy and circulate books, which are kept in a separate place, for the students in the Americanization classes.

There are about 160 actually enrolled in the classes in the building. Book lists are printed and distributed, on subjects which will be of assistance to them in gaining a knowledge of American institutions, and of the particular local advantages to be obtained through the library.

We have had the pupils brought to the library, rather than going to speak to them, although the librarian has frequently spoken to various racial groups.

Exhibitions of handiwork, and of class room papers of these pupils, have been held in the library. We have sometimes worked in co-operation with the Massachusetts Immigration Bureau.

St. Louis: Club rooms and assembly halls are used for afternoon classes in Ukrainian, conducted for children by the Ukrainian National Church, by the Y. M. C. A. for evening classes, and by the Anshei Lechovecz (Mutual Benefit Society), the Lithuanian Association of America (Educational), the Polish International Bible Students, and the Russian Independent Mutual Benefit Society. The library takes no part in these classes or meetings.

Toledo: One branch in a foreign community conducts a book club each month, in which a book in Hungarian and a book in English are reviewed. If necessary, the entire meeting is conducted in Hungarian, a library assistant acting as interpreter. An effort is made to provide the same title in both Hungarian and English. We have observed that after

reading the books in Hungarian, many try the English translation.

Making the library known.—Cleveland: The following are among the principal methods used to make the service of the library known to foreigners.

1. Through printed matter: Placards are posted in factories, churches, lodges, and co-operative boarding houses. Circulars, in foreign languages, are distributed through children to their parents; by the time keepers at factories; and at church doors on Sunday. Printed catalogs of books in foreign languages are distributed free.

Publicity is obtained in the foreign language press through lists of new books in foreign languages, and lists of books on topics of special interest; through a regular series of book reviews on important books in different languages; through notes on books in English of interest to a given race: e. g. Reymont's *Peasants* for Polish papers; Capek's *R. U. R.* and *Krakatit* for Czechoslovak papers; and through news items of interest to the local public. Editors of papers write many articles and paragraphs about the library, unsolicited.

2. By the spoken word:

(a) Of the library staff, in all personal neighborhood contacts.

(b) On formal occasions, like dedications of buildings, anniversaries, commencements, parish banquets, club meetings, etc.

(c) Of pastors and public men. Foreign pastors often speak of the library in church, and foreign representatives speak at the opening of new branches in foreign districts.

3. By lectures and entertainments: "Foreign evenings" are held, where the program is furnished by a single society, to show its culture. Polish, Jugoslav, Roumanian, Czecho-

slovak, and Lithuanian societies have been glad to give concerts at branch libraries, where doing so brought them recognition and appreciation from "the American public." Some of these have been followed by social hours and receptions in honor of visiting consuls and diplomats.

Informal evening gatherings are held, where local people have been invited to meet visiting celebrities: for example, local Czechoslovaks, Jugoslavs, and Roumanians were invited to meet a professor after his visit to those countries.

Illustrated lectures are given for special groups: for example, St. Francis in art, during Lent, for parochial school teachers; Queen Jadwiga of Poland, for Polish people; Czechoslovakia, for Czech young people's societies; and Jugoslavia, for sodalities of the Slovenian church.

4. Displays are made in the library, of native art and handicrafts of foreign groups; for example, at one branch, an exhibit of Polish art. These are sometimes made an important social occasion.

5. Special invitations to conventions of racial societies, featuring books in their language.

Detroit: From our experience we have learned that the best way to make the library known to foreigners is to get books in their own language, and plenty of them, and to provide intelligent service. The news of this spreads throughout the group without effort on the library's part, and the foreigners come or send their children. From this they understand, as if in a universal language, that the library is an institution representing a friendly and unprejudiced America, and that in the library is an intelligent service ready to supply their intellectual needs. From the reading of their own books they proceed to other uses of the library.

We send notices to the foreign newspapers, and lists of books, which they are always glad to print. We speak to

groups when they are sufficiently familiar with the English language to understand us. There is a Cosmopolitan Club, composed of one hundred women selected from all the foreign groups; there is also an International Club, composed of men and women who are studying American civilization. Groups like these welcome speakers from the library. The various associations of distinct nationalities are best approached through one of their leaders, or by notices in their own language sent to be posted at club-houses, community houses, or other meeting places. Clubs and associations are occasionally invited to visit the library at some specific time and by special arrangement.

Lists of books, either of a whole collection or of new additions, are sent home by children, who come more freely than their parents. Notices, either printed or by word of mouth, are also sent to foreign homes in this way.

Gary: New foreign books received in the library are announced by lists in the foreign newspapers; by postal cards (written in foreign languages) to the foreign patrons of the library, telling them that new books have been received; by posters (in foreign languages) on the outside bulletin board; and by letters to the pastors and priests of the foreign churches, who from their pulpits call the arrival of these new books to the attention of their congregations.

Grand Rapids: When names appear in the newspaper of applicants who have passed the requirements for citizenship, we frequently write them a letter congratulating them, and inviting them to use the library, enclosing a little pamphlet, "At your service." We are always impressed by the fact that when we talk to these foreign groups who are preparing for citizenship, we discover that a large majority of them have already identified themselves with the library by obtaining cards for drawing books. Such people are usually very

bright, and are anxious to take advantage of every opportunity to make themselves worth more to the community and to each other. They are very grateful, and usually very polite, much more so than the average American. The chief of our children's department is personally very much interested in this work, and usually has several people in tow to coach them for the examination, and is present when the final examination takes place in the court room, to congratulate them, etc. We have tried to make personal contacts so far as possible all along the line with these people.

Indianapolis: Owing to the small size of the different groups, there are few well educated people for real leadership among them, and therefore few opportunities for newspaper publicity. Our publicity is done for the most part by direct contact. We seize every opportunity for visits to the homes, attend many of their social affairs and meetings, and send letters to the leaders and to the different lodges. Each year we sponsor an entertainment given in the library auditorium, to which all people who read languages other than English are invited. The programs consist of music and folk dancing, and usually a play given in English by the foreigners themselves. This is followed by games and refreshments, the object of it all being to establish a friendly relationship between the library and the community.

Posters in foreign languages, advertising this function and other library activities, are placed in the grocery stores and soft drink "parlors" frequented by the foreigners.

The staff makes a point of attending the foreign celebrations to which they are invited, such as the Old World grape festival held annually by the Hungarians at harvest time, and the Bulgarian Liberation Day celebration held in the spring.

We have access to the files of applicants for citizenship at

the court house, and mail letters to the foreigners who have taken out their first papers, offering them library service in preparing for their examinations.

Finally, we make constant use of a bulletin board within the library, changing the items on it frequently and posting material of interest to the different nationalities in turn. Much of the material used is brought in by the people themselves, who perhaps have received pictures or postcards or pamphlets from their native countries and wish to share them with others.

St. Louis: Posters advertising the library are placed in foreign halls and stores. The library has posters in Yiddish, for use in Jewish districts. A catalog of the Yiddish books, printed in Yiddish, is left with the Yiddish poster.

Letters inviting their members to visit the library are written to foreign societies. Notices of new foreign books are printed in foreign language newspapers.

When schools are visited it is announced that there are foreign books in the library, and the children are invited to bring their parents to the library. When home visits are made for overdue books or to obtain parents' marks, in cases where the parents are unable to sign a child's application for a library card, occasion is taken to talk about the library.

Other forms of service.—Cleveland: Library assistants who speak foreign languages give library service to people who do not speak English; give friendly aid in translating and explaining notices and communications, and general information of many kinds; help in writing letters; interpret for business agencies articles in the foreign language press; keep informal lists of teachers, translators, and interpreters; make home visits and explain the library to parents and neighbors who do not speak English.

If any racial group predominates in a branch neighbor-

hood, the folk lore of that group is used in story hours: for example, Italian at one branch, Polish at another.

St. Louis: The library is called on to read and explain letters, make out checks, telephone doctors and dentists, to send messages to social service agencies and to receive and deliver messages from them, and to fill out citizenship papers. Advice on all sorts of subjects is also asked.

II. WORK WITH THE BLIND

A partial list of libraries which have departments for the blind has been compiled by the American Library Association's Committee on Work with the Blind, the latest edition of which, reprinted from *Outlook for the Blind,* December, 1926, may be obtained from the American Library Association. This list includes not only public libraries, but also departments for the blind in some of the state libraries; the Library of Congress, and the National Library for the Blind, in Washington; and several institutions or schools for the blind. The *Survey* has not attempted to compile a complete list of libraries which have departments of work with the blind, or of the far more numerous libraries which have small collections of books for blind readers. Forty-nine public libraries, among all which answered the questionnaire, report that they have some books for the blind. In most of these libraries the collections are small and the readers are few. For example, in five libraries of Class B (50,000-100,000 volumes) there is a total of 52 titles, in 63 volumes. In twelve smaller libraries there is a total of 126 titles, in 158 volumes. Many of these libraries report that their own collections are supplemented by borrowing from state institutions or from larger public libraries.

Service to the blind, as a phase of public library work, is illustrated by the following statements, which have been submitted

by the libraries mentioned concerning the size of their collections, the nature and the extent of their use, and some features of their service to the blind.

Brookline: We have a total of 262 volumes, distributed as follows: Moon, 62 titles, 168 volumes; American Braille, 68 titles, 90 volumes; Revised Braille, 2 titles, 3 volumes; and Boston Line, 1 volume. The circulation in 1926 was 142 volumes, of which 65 were from our own collection and 77 from the Perkins Institution at Watertown. We issue books only to our own blind residents in Brookline, who are very few in number. Some of these are taken care of by the state Division for the Blind, which sends out home teachers, and supplies them with books. We send books to the homes of the blind persons, and send for them, and we borrow for them from the Perkins Institution at Watertown.

Our work with the blind, and our collection of books in raised print, are unimportant from the point of view of a large or imposing circulation. We think it worth while, however, even for only two steady readers.

We are planning now to send out a list, or partial list, of our books for the blind, to the list of blind persons in Brookline which is available through our state Division of the Blind.

Chicago: Our collection comprises:

Books:

		Titles	Volumes
Braille	Grade 1	74	122
	Grade 1½	683	2180
	Grade 2	121	473
	French text	76	266
	German text	6	14
	Spanish text	4	14
Moon type		567	1592
American Braille		582	1020
New York Point		6	19
		2119	5700

		Titles	Volumes
Periodicals:			
Braille	Grade 1½	13	34
	Grade 2	12	58
	French text	3	3
	New York Point	3	4
Moon type		3	11
		34	110

Books are distributed almost entirely by mail. Our borrowers at present are: In Chicago, 348; in Illinois, 114; out of state, 201.

The delimitation of territory recommended by the A. L. A. Committee is followed; that is, readers in the middle west are now supplied exclusively through the Detroit Public Library, the Chicago Public Library, and the Michigan State Library. Chicago, having the largest number of books in the new Braille, gets the bulk of this circulation.

The total circulation in 1926 was 36,756 volumes and 4,145 periodicals. The room use was 302 books and periodicals.

Personal service through readings has been tried in the main library (where the whole collection is housed) and in the regional branch; both with very small success. Apparently readings are not feasible in a large city, where traffic conditions make visits to the library difficult.

Cincinnati: Reading for the blind is carried on rather extensively. The books are supplied and deposited in the library by the Cincinnati Library Society for the Blind, of which the librarian of this library is *ex officio* chairman. There are more than 5,000 volumes, printed in Moon, New York Point, old Braille, and the standardized Braille. Nearly all purchases are now made in the standardized type. Owing to the limitations placed on this work by the present old, inadequate building, which will be replaced by a new one, the work with the blind is hampered. However, books are loaned

daily, and they are mailed to all sections of the county and country daily.

Blind readers are brought to the library every Friday morning in automobiles, and a short meeting is held, usually with a definite program. There are three meetings a week at which there are readings for blind people.

Cleveland: The Cleveland Public Library circulated 10,417 books in 1926, from a collection numbering 1,840 titles and 3,527 volumes. These books were read by 527 registered borrowers, most of them in Cleveland and northern Ohio, but a number from other states.

According to type, the collection is divided as follows: Braille, grade 1½ (including a few of grade 1), 525 titles, 1,258 volumes; Braille, grade 2, 406 titles and 743 volumes; Moon type, 322 titles and 540 volumes; New York Point, 302 titles and 509 volumes; American Braille, 285 titles and 477 volumes; 6 magazines in Braille, grade 1½, and 3 in grade 2; 16 music scores in Braille, and 19 in New York Point. Books about music and composers are more in demand than the scores, and McSpadden's *Complete opera book* is greatly enjoyed.

A large proportion of the books issued to the blind are sent by mail. Every effort is made to simplify the mechanics of this process. Canvas containers, fastened with straps, are used to hold the books, and a return label is always included for the return of the package. The collection is made known by sending out printed lists to supplement the book lists published in the Matilda Ziegler and Moon magazines.

A settlement house for the blind in the city takes care of many of the diversions and educational activities which might otherwise be undertaken by the library. The Cleveland Society for the Blind employs a teacher to whom all pupils applying to the library are reported. Pupils residing

outside the city are reported to the teachers of the Ohio State Commission. These names are sent directly to the teacher in the county where the new pupil resides.

Members of the library staff have for a long time selected material for printing in the children's magazine published by the Howe Publishing Society, and have served on committees for the selection of books to be printed by this same society.

As visitors come to the Library for the Blind, and through talks to clubs and other groups, volunteers are recruited for hand transcribing. A class of twenty volunteers is now at work, and they have already increased the collection by 31 titles and 85 volumes.

Detroit: The Braille room was added to the library eight years ago, to serve the reading needs of the blind people of the city. It was not intended that it should be a circulation center only, and it has developed, according to the original plan, into a very definite center for personal reading and research for those to whom much of this work must be read aloud. To extend our service further, those who have lost their sight after school age are taught to read Braille by our home teacher, and are given every encouragement to acquire the pleasure of reading. Within the last few years, the library has been very glad to expand its circulation, and, with the State Library for the Blind in Saginaw, to serve all the Braille readers in Michigan. Our circulation for this year will reach almost the 5,000 mark, which seems to be the dividing mark between the larger and the smaller libraries.

The chief collection, in Braille, grade 1½, the standard American type, contains 1,160 volumes, and represents a large percentage of all possible Braille titles. We have purchased only one copy of each title, which makes our collection seem small. With Braille, Grade 2, American Braille,

New York Point, and Moon type, the total number of volumes reaches 1,898.

We have felt it a duty and a pleasure to present the needs of the blind to the community. With the assistance of the League of the Blind, which makes the room its headquarters, funds for the brailling of six different titles have been raised.

During the year, the room for the blind is filled to capacity many times for the enjoyment of lectures, musicales, amateur theatricals, and even parties, which this League of the Blind sponsors.

A number of delightful titles have come to us through the kindness of the Detroit League for the Handicapped. These are all hand copied, and represent many books which would otherwise never be put into Braille. The League for the Handicapped was originally sponsored by the Detroit Chapter of the American Red Cross. It now receives its funds from the Community Union (Detroit's municipal charity chest), and is under the direction of the Detroit Chapter of the Junior League.

Louisville: A collection of books for blind readers has been assembled, numbering about 871 volumes. The various types are represented as follows: New York Point, 282 volumes; Line letter, 254 volumes; Revised Braille, 315 volumes; American Braille, 20 volumes. Copies of the alphabet and of simple readers are included in the collection, and are lent to borrowers who are struggling to learn to read. The collection is increased in proportion, just as are other sections of the library. Any reasonable request for purchase is filled.

The circulation for the year ending August 31, 1926, amounted to 499 volumes. These books were used not only

in Louisville and Jefferson county, but through the entire South.

Books for the blind are lent for twenty-eight days, and may be renewed for an additional fourteen days. They are sent free by mail, in a carton with a printed return label, which can be used on the same container. Post cards requesting additional titles are enclosed, and may be mailed as desired, or sent back with the volumes returned. Borrowers are not required to register, as the books are charged to the name and address of the reader. Magazines are circulated, and the borrower is requested to return them promptly.

A close co-operation is maintained with the American Printing House for the Blind and the Kentucky School for the Blind. The traveling teachers from this school, working through the state and the South, send to the library names of scattered readers who would be glad to have books. Before pupils leave the school, they are told of the privileges extended by the library.

Blind readers who come in person are allowed access to the books, with a page or an assistant to aid them in selection. No readings or meetings are conducted in the library, as the activities for the blind in this community are focussed at the Kentucky School for the Blind. Copies of books to be embossed are often borrowed from this library by the American Printing House for the Blind.

New York: The collection of volumes and music scores for blind readers in the New York Public Library consists of the following:

Volumes		*Music Scores*	
Braille, grade 1½	4213	Braille	2997
Braille, grade 2	4837	New York Point	1764
Moon	4065		
New York Point	2275		
American Braille	1668		
Total	17058		4761

The collection is complete in the Moon and New York Point types; nearly complete in Braille, grade 2; and, for books made by machinery, it is practically complete in Braille. grade 1½. The collection is especially strong in Braille music and in the number of magazines available. The best known foreign magazines are circulated, as well as the English magazines.

Increasing the collection through the work of volunteers has been of much value. A training class for writing Braille is maintained in the library, with volunteer teachers. The manuscripts are proofread by a blind proofreader who is employed by the library, and the cost of binding is met by the library.

We send music and hand made books to all localities. Books in Braille, grade 2, have to be sent quite freely, for few other libraries carry them; books in other types we try to restrict, so far as possible, to the states of New York, New Jersey, and Connecticut, but we send a great many books beyond this limit, for having one of the best collections in the country it is impossible to do otherwise. We send a number of interloans to two or three of the smaller libraries for the blind. We send loan collections to the New York Institute, and to the classes for the blind in the public schools of Greater New York, Newark, Jersey City, and Paterson. We do a good deal of work (and it seems to be increasing) with summer camps. Ninety-nine per cent. of the circulation goes out by mail. The circulation for 1926 was 39,562. We work very closely with home teachers, who teach reading by touch, employed by several organizations in Greater New York and by the state commissions of New York and New Jersey.

We occasionally secure volunteer readers for individual

blind students, and we quite frequently assign volunteers to put material into Braille for students.

For the purpose of keeping our readers informed about the book stock, we formerly issued embossed catalogs and sold these for a small sum, but we have given these up. We now keep up our printed catalogs, sending our mimeographed lists between the issuing of supplements, and for embossed catalogs refer readers to the lists which are embossed in the Ziegler magazine. A list of our new books is published quarterly in *The Message,* a bulletin issued by the New York State Commission.

We have an educational exhibit of appliances adapted for the blind, which is visited by many classes and visitors to the building. A list of all books available in Braille, grade 1½, is compiled at the Library for the Blind, and the embossed list which appears in the Ziegler magazine is also prepared there.

Pittsburgh: Our collection includes embossed books in the following types:

American Braille,	628 titles;	1,347 volumes.
Braille, grade 1	98 titles;	98 volumes.
Braille, grade 1½	457 titles;	1,141 volumes.
Braille, grade 2	118 titles;	424 volumes.
Moon	538 titles;	1,930 volumes.
New York Point	227 titles;	759 volumes.

Music scores, Braille, 31.

There is also a collection of books in Moon type, lent to the library by the Pennsylvania Home Teaching Society, and circulated as are the library's own books. Books will be sent to readers not in our own territory if they are not obtainable in their own district. We now have nearly 600 readers, and the circulation is about 11,000 volumes a year.

A teacher who is employed by the Pennsylvania Home Teaching Society is actively connected with the library, and

through her personal visits to the homes is a medium between the library and its readers. Books are transcribed by Red Cross Braille classes, which will eventually contribute books to the public library's collection, only the expenses of binding being borne by the library.

St. Louis: Our work with the blind has been organized only since January, 1924, although it was carried on here for many years previous. In 1924 a department for the blind was organized, and a blind man was placed in charge. He has very greatly improved and increased the scope of the work, and we are now preparing to nearly treble the space in the central library which is devoted to it. We are now buying very largely the Revised Braille, Grade 1½, which has been made standard in this country, but we purchase also the English Braille, Grade 2, which can be read by most of those who read our standard type. We now have 1,752 volumes of the former, and 563 of the latter, together with about 500 volumes in other types that are very little used with us, and are not now being purchased. We have also 67 music scores, and subscribe to twelve magazines. The circulation for 1926 was 7,951; that for the year previous to the opening of the department was about 3,000. Books are issued for thirty days, with the privilege of renewal. The number of blind borrowers is about 350, and most of the circulation is by mail, extending not only to St. Louis but also to other parts of Missouri and to some of the adjoining states.

The department also co-operates with the sight conservation classes which have been established in four grade schools in the city, circulating through class room deposits books in the so-called "clear type," that is, type of 24 point to 36 point size.

Personal contact with the pupils of the Missouri School for the Blind, with supervision of their reading, has been estab-

lished by transporting and issuing weekly at the school a collection of Braille books.

Seattle: The Seattle Public Library for the Blind, a division of the circulation department, is located on the top floor of the central library. Any blind person in the state of Washington may borrow books from our embossed collection, and on special request we send books to other libraries for the blind outside of the state of Washington.

The number of volumes in the Library for the Blind, January, 1927, was as follows:

Revised Braille, grade 1½	408
Revised Braille, grade 2	350
French contracte Braille	129
Moon type	358
American Braille	350
New York Point	496
Boston Line	13
Total number embossed volumes	2104

In 1926 the circulation of embossed books was 3,437. Twenty-four new blind borrowers were registered in 1926. The total number of borrowers registered since 1919, when we began to emphasize the work for the blind, is 262.

The records for blind borrowers are kept in two files, one alphabetical and one numerical. The first is the application card file; blind borrowers are not asked to sign application cards or to give references. The second file consists of borrowers' cards, all of which are kept in the library. Back of each borrower's card are filed the book slips of books charged to him. All records for the blind are kept in the blind department.

Embossed books are lent for four weeks, and may be renewed for another four weeks unless they have been requested by another borrower. Embossed periodicals are charged for two weeks. No fines are charged on embossed

books kept overtime, but borrowers are urged to return a book as soon as possible after it has been read.

To each new borrower is given a copy of the union catalog of books in embossed types in the libraries of the Pacific Northwest, with a typewritten list of the accessions added since the publication of the union catalog in 1922. The regular borrowers receive a list of recent accessions as they are placed in the library. The Library for the Blind has no embossed catalogs.

Home teaching service is provided by the Lighthouse for the Blind of Seattle, which employs two persons. A Braille transcribing class meets one day a week in the Library for the Blind. An instructor is employed by the Lighthouse for the Blind and the Seattle Junior League, who gives instruction in the Revised Braille and does proofreading of the hand copied books. Seven titles, in eighteen volumes, were transcribed and presented to the library in 1926.

The blind borrowers are encouraged to visit the library and enjoy the contact of books. A reading room is provided where a blind person can bring a reader, or write or read by himself.

To avoid duplication of service, we co-operate with as many libraries for the blind as possible.

Chapter V

SCHOOL LIBRARIES

An adequate survey of the school libraries of the United States is rendered extremely difficult by almost complete lack of uniformity in organization, in administration, and even in purpose. So great is the diversity, in regard to the size and character of the collections, the provisions for maintenance, and the methods of administration, that behind this lack of uniformity is the more fundamental difficulty of defining, in terms which would conform with existing conditions in the field as a whole, either a school library or a school librarian. Various standards for school libraries have been proposed, and have received more or less general acceptance, as *desiderata,* but the necessarily very incomplete study which has been made by the *Survey* seems to indicate that on the field as a whole these standards have thus far made little impression.

Public school libraries.—Under "public school libraries," in this chapter, are included only libraries which are maintained and administered by public schools, primarily if not solely for the benefit of their pupils and teachers. Many public school libraries are accessible to the whole community in which they are situated, and in many small communities the public school library offers the only available form of free public library service. This chapter, however, does not consider the public service of these libraries. Public libraries, too, of the "school district" type, organized and maintained as public libraries in every sense of the term, but with the school district, rather than the city, town, or county, as the

unit of support and service, are not included here. Except in regard to legislation (see part three of volume two) these are considered individually, as public libraries, without regard to type. This chapter, further, does not include libraries, whether for school use only or for general community use as well, which are maintained in school buildings as branches of a municipal public library; these are discussed in this volume, pages 121-25 and 163-72.

The information presented in this chapter concerning public school libraries is based mainly on replies to a questionnaire, received from 1,107 schools. Two questionnaires had been sent out: a one-page form (referred to in this report as Form No. One), asking only for the most essential data of a semi-statistical nature; and a four-page form (referred to as Form No. Two), which asked for further information on some of the most important phases of organization and administration. Replies to Form No. One alone were received from 964 schools, and replies to both forms from 143 schools. The following table shows the geographical distribution of the schools from which replies, to one or both of these forms, were received. The table should not be taken, however, as an accurate representation of either the extent or the degree of excellence to which the school library has been developed in the various states. From some states more complete lists were obtainable than from others, of the schools which maintain libraries, and from some states a much higher proportion of replies was received than from others. Furthermore, it must be remembered that the lists which were submitted, whether by state library commissions or by state departments of education or from other sources, were compiled without any uniformity of conception of what constitutes a school library.

PUBLIC SCHOOL LIBRARIES

States	Number of Pupils Enrolled					
	Under 100	100-500	500-1000	1000-1500	Over 1500	Total
Alabama					1	1
Arizona					1	1
Arkansas			1	1	1	3
California	14	36	14	11	12	87
Colorado	1	3	4	2	2	12
Connecticut					1	1
Delaware		1				1
Dist. of Col.				1	1	2
Georgia			3			3
Illinois		1	4	2	1	8
Indiana		2	6	5	3	16
Iowa		3	10	5	3	21
Kentucky				1	2	3
Maine		1	1	1	1	4
Massachusetts	7	29	11	7	11	65
Michigan		7	6	5	2	20
Minnesota	1	30	16	5	8	60
Mississippi		2	2			4
Missouri	1	2	2	2	4	11
Montana		4	1			5
Nebraska				1	3	4
Nevada		2				2
New Hampshire		1	2	1		4
New Jersey		10	15	5	6	36
New York	12	94	37	14	28	185
North Carolina		8	3	2	1	14
North Dakota		10	2			12
Ohio	3	20	12	5	5	45
Oklahoma		29	16	4	1	50
Oregon			1			1
Pennsylvania	7	27	22	9	15	80
Rhode Island			4	1	1	6
Tennessee	4	29	7			40
Texas			2	3	2	7
Utah		7	2	4		13
Washington		1	3	1	6	11
West Virginia		2	3	1		6
Wisconsin	104	117	23	9	2	255
Wyoming		7	1			8
Total	154	485	236	108	124	1107

Normal schools and teachers' colleges.—Replies to the questionnaire were received from 73 libraries of state normal

schools or teachers' colleges; of these, 48 answered only Form No. One, and 25 answered both forms. The distribution of the schools is shown in the following table; this, however, like the preceding table of public school libraries, should not be interpreted as an accurate indication of the development of the library in normal schools and teachers' colleges.

NORMAL SCHOOLS AND TEACHERS' COLLEGES

States	Number of Pupils Enrolled				
	100-500	500-1000	1000-1500	Over 1500	Total
Alabama	1	2			3
Arizona		1			1
California	2				2
Connecticut	1				1
Dist. of Col.	1				1
Indiana	1	2	1		4
Kansas				1	1
Kentucky				1	1
Maine	1				1
Maryland			1		1
Massachusetts	2	2			4
Michigan			1	1	2
Minnesota	1	2	1	1	5
Missouri		1		2	3
Montana		1			1
Nebraska	1	1		1	3
New Jersey	1	2	1		4
New Mexico		1			1
New York	5	2	1		8
North Dakota	2	2			4
Pennsylvania	1	5			6
South Dakota	2	1			3
Texas		1		1	2
Virginia	1	2		1	4
Washington		2		1	3
West Virginia	3	1			4
Total	26	31	6	10	73

So great are the differences between elementary school libraries and high school libraries, and between public school libraries and normal school or teachers' college libraries, that the work of these different types of school library ought, un-

doubtedly, to be separately studied. However, the necessary limitations of the *Survey's* study in this field make it seem undesirable to report separately on these different types, except in so far as apparent differences of conditions or of practice may be brought out under some of the topics discussed.

Appropriations for library maintenance.—An effort was made to ascertain in what proportion of schools a definite amount of money is appropriated each year, in the school budget, for the maintenance of the library. The answers to this question, on Form No. One, produced only results of questionable value, for the question was evidently misinterpreted by a great many. On many replies the amount "definitely appropriated" is stated, with a manifest contradiction of terms, as "approximately" or "about" a certain amount of money, usually expressed in round numbers of even hundreds or thousands. In such cases the figures probably represent, at most, only a general recognition of the approximate amount which the library will need, rather than a definite appropriation. On many other replies it is clear that the amount recorded as "definitely appropriated" was the exact amount expended, even to the odd dollars and cents which suggest the balance sheet rather than the budget. These replies presumably refer to "definite appropriations" made by the board from time to time, to meet the expense of purchases which had previously been authorized. Thus, for the purpose of the inquiry that was intended, many replies are of doubtful reliability because of their approximation, and many others are equally doubtful because of their meticulous accuracy. Too exact significance, therefore, must not be attached to the fact that approximately 51 per cent. of all the reports from public school libraries, exclusive of all affirmative answers which seem clearly open to question, state that a definite appropriation is made.

Somewhat more definite information was obtained from the answers on Form No. Two. A definite appropriation is reported, in statements which seem reasonably clear, by 5 libraries among 13 in public schools with from 100 to 500 enrolled pupils; by 18 among 32 with an enrollment from 500 to 1,000; by 26 among 33 with an enrollment from 1,000 to 1,500; and by 51 among 65 with an enrollment of more than 1,500 pupils. Thus 69.9 per cent. of these schools report a definite appropriation. Inasmuch as Form No. Two was sent only to a selected list of schools, and included a higher proportion of large schools than the general mailing list, this percentage does not seem incompatible with the 51 per cent. indicated by the replies to Form No. One, nearly 80 per cent. of which were from schools of less than 1,000 pupils. The gradation in percentage, in the four groups just cited, is from 38 per cent., in the schools of less than 500 pupils, to 78 per cent., in the schools of more than 1,500; including all schools of less than 1,000, it is 56 per cent.

From these two tabulations, incomplete and inexact as they are, it may be stated with reasonable certainty that of all the public schools which maintain what they call libraries, probably less than half make a definite appropriation each year for the library; that among the schools of less than 500 pupils the percentage is very much lower, and probably not more than 30 or 35 per cent.; that among the larger schools, of 1,500 or more pupils, it rises to perhaps 75 or 80 per cent. The replies from normal schools and teachers' colleges indicate that practically the same conditions prevail in this field.

Expenditures.—There can be little more certainty with regard to the amount of money actually spent for the maintenance of the libraries reporting. Not a few librarians either did not answer the question calling for their total expenditures, or stated that they did not know the amount.

Many stated that the expenditures were "approximately" a certain amount. Many others reported definite figures, in even hundreds or thousands of dollars, before which the word "approximately" was presumably meant to be understood. All questions of apportionment and expenditure of funds are further complicated by uncertainty as to what is included in the two most important items, salaries and books. In most schools the salary of the librarian, whether she is employed solely as librarian or primarily as a teacher or a clerk, is charged to the general item of teachers' or office salaries, and does not appear in the library's account. Many, however, reported the amount paid for salaries, without stating whether it is included in their statement of total expenditures or is in addition to that total; in such cases the method can only be inferred from the probabilities which may be indicated by the answers to other questions, or by comparison with other libraries which seem comparable. In some schools, where textbooks are provided for the pupils free of charge, these books are purchased on the library's account, and the reports do not always separate the expenditures for textbooks from the expenditures for the general collection of the library. One high school, for instance, spent $278 for books, of which $136 (48 per cent.) was spent for textbooks; another spent $200, of which $160 (80 per cent.) was for textbooks; another reports that books and periodicals are not billed separately from "textbooks, etc."

Because of these uncertainties, and other differences of practice, the following tables of expenditures in public school libraries are probably subject to a rather high percentage of error. They are probably, however, sufficiently reliable as a general indication of the approximate amount spent for the library, exclusive of salaries and of pupils' textbooks.

Enrollment of 100 or Less

Expenditures:	$100 or less	90
	$100 - $200	37
	$200 - $300	11
	$300 - $400	9
	$400 - $500	3
	Over $500	2
		152

Two libraries in this group report that they do not know what was spent. Included in the table are two which spent nothing. It will be seen that approximately 60 per cent. of the schools reporting in this group spent less than $100 on the library, in the year covered by the report, and that more than 83 per cent. spent less than $200.

Enrollment 100 - 500

Expenditures:	$100 or less	184
	$100 - $ 200	136
	$200 - $ 300	81
	$300 - $ 400	30
	$400 - $ 500	14
	$500 - $1,000	22
	Over $1,000	14
		481

Four report their expenditures not known. Twenty-one, included in the table, spent nothing. The figures show that 38 per cent. spent less than $100; that two-thirds (66.5 per cent.) spent less than $200; and that only 7 per cent. spent more than $500.

Enrollment 500 - 1000

Expenditures:	$100 or less	30
	$100 - $ 200	45
	$200 - $ 300	27
	$300 - $ 400	20
	$400 - $ 500	23
	$500 - $1,000	52
	Over $1,000	18
		215

Twelve do not report on their expenditures, and nine report that they do not know the amount. Five, included in the table, spent nothing. More than one-third (34.8 per cent.) spent less than $200, and more than two-thirds (67.4 per cent.) spent less than $500.

Enrollment 1000 - 1500

Expenditures:	$ 100 or less	11
	$ 100 - $ 200	13
	$ 200 - $ 300	8
	$ 300 - $ 400	7
	$ 400 - $ 500	14
	$ 500 - $1,000	32
	$1,000 - $1,500	13
	$1,500 - $2,000	4
	Over $2,000	4
		106

Two report that they do not know the amount. Two, included in the table, spent nothing. Nearly one-fourth (22.6 per cent.) spent less than $200; exactly one-half spent less than $500; and approximately one-fifth (19.8 per cent.) spent more than $1,000.

Enrollment of 1,500 or More

Expenditures:	$ 100 or less	6
	$ 100 - $ 500	32
	$ 500 - $1,000	39
	$1,000 - $1,500	21
	$1,500 - $2,000	8
	Over $2,000	13
		119

Five report that they do not know the amount. One, included in the table, spent nothing. The whole group is divisible roughly into thirds: 31.9 per cent. spent less than $500; 32.9 per cent., between $500 and $1,000; and 35.2 per cent., more than $1,000.

Replies from the much smaller number of normal schools

and teachers' colleges indicate a much higher average expenditure, as is shown by the following summaries:

Of 26 schools with from 100 to 500 students, only 6 (23 per cent.) report expenditures, in their last preceding year, of less than $500, and 11 (42 per cent.) report more than $1,000.

Of 29 schools answering, with an enrollment of from 500 to 1,000, only 11 (37 per cent.) spent less than $1,000, and 14 (48 per cent.) spent more than $1,500.

Of 15 schools answering, with an enrollment of more than 1,000, only 2 spent less than $1,000; 2 spent between $1,000 and $2,000; and 11 (73 per cent.) spent more than $2,000. In several of these, the expenditures were more than $5,000, and in one, as high as $8,000. The figures given above are exclusive of salaries, but in some cases probably include textbooks.

Because of the many uncertainties involved in the replies concerning appropriations and expenditures for the library, and because of scanty or approximate statements concerning school enrollment and total school income, no definite data can be presented concerning the relation between the library's expenditures and the school income or enrollment. A tabulation of the replies from twenty-seven public school libraries which seem reasonably exact, shows an average expenditure, for the library, of three-tenths of 1 per cent. of the total school income. Only three of these libraries report as high as 1 per cent.; the variation is from 1.8 per cent. to .09 of 1 per cent. The average per capita expenditure for the library is 73 cents for each enrolled pupil; the range is from 6 cents to three dollars.

Equally inconclusive, unless supplemented by further investigation and more exact data, are the following averages concerning the relation between the amount paid for salaries

in the library, and the amount paid for books, periodicals, and maintenance. Reports from twenty-one public schools with from 500 to 1,000 pupils show the salaries to have averaged 69.6 per cent. of the total amount spent for the library; reports from sixteen schools with an enrollment between 1,000 and 1,500 show an average of 63.8 per cent.; reports from twenty-five schools with an enrollment of more than 1,500, show an average of 72.7 per cent.

Library budgets.—In schools which make no definite provision for the library in their annual budgets, expenditures are presumably authorized only from time to time, as specific needs may require. When a definite amount is apportioned as a library fund, this amount (sometimes subject to change, rather than absolutely fixed) is sometimes intended to cover all the library's expenses except salaries: that is, books, periodicals, binding, supplies, etc. More often, however, it is designed solely as a book fund, for the purchase of books and periodicals, and other expenses are met from general funds. In Los Angeles, for instance, an appropriation is made for each high school library, for the purchase of books and periodicals; salaries are paid from the general salary fund; supplies from the general supply fund; and binding from the replacement fund.

In most of the libraries reporting, therefore, "budget" is practically, if not entirely, synonymous with "book fund." A detailed budget of the library's needs, or an itemized apportionment of its appropriation, is apparently not made, unless specific apportionments are desired to provide for different grades, classes, or subjects, or for different schools if the libraries of the entire school system are under central administration. Among 143 public school libraries which answered Form No. Two, itemized budgets are reported by only eighteen. Most of these budgets are very brief, providing

separate amounts only for books, for periodicals, perhaps for binding, and sometimes also for supplies. Those which are cited below are the only budgets reported which make more specific apportionments. Some of these budgets, and perhaps all of them, probably represent only the apportionment which was made in the one year that was covered in the report, and do not necessarily indicate that the same divisions are always made. They are cited here, however, as illustrations of various methods of apportionment.

In Hibbing, Minn. (Independent School District Number Twenty-Seven), the following budget was reported for 1924-25, covering the libraries of the high school and junior college (the main library); a junior high school; four grade schools within the town; and twenty-three "location" grade schools in very small mining villages or "locations" comprised within the district.

Supplies:

Mending materials, etc.	$200	
Binding	500	
Telescope boxes	300	
Periodical covers	425	
Vertical file	51	
Bulletin board	66	
		$1,542
Periodicals		600
Stereograph		533
Books, Lincoln Library		868
Location libraries		700
Main library		1,500
Encyclopedia, two sets		600
		$6,343

In Long Beach, Calif., the library budget reported by the Polytechnic High School for 1924-25 provided a total amount, exclusive of salaries, of $4,900. Of this amount, $650 was for binding; $250 for supplies; and $4,000 for books and magazines. This book fund was divided into four

parts: $3,300 for "departmental" books; $30 for the opportunity classes; $390 for the evening school; and $280 for the part-time classes. The main item, for the needs of the various departments of instruction, was subdivided into sixteen allotments, which ranged from as low as $10, for mathematics, to $850, for English. Included among the departments was the "general library," with an allotment of $550 for the purchase of books and magazines that would come within the particular field of no department.

A similar method of apportionment is reported by the Washington High School of Milwaukee, Wis. The budget reported for 1926-27, exclusive of $1,180 for salaries, included the following items:

Books and magazines:

Departmental	$2,635	
Reference	150	
Replacements	75	
		$2,860
Supplies		50
Repairs in library		25
Additional		25
		$2,960

The main part of the book fund was divided by fourteen departmental allotments, ranging from $20, for music, to $1,500, for English.

The budget reported by the Union High School of Phoenix, Ariz., shows another system of departmental apportionment of the book fund, with a somewhat more specific budgeting for other purposes. Exclusive of $4,360 paid in salaries, for the librarian and two full-time assistants, the budget for 1926-27 was as follows:

Library of Congress cards	$150
Supplies	140
Equipment	600
Magazines	400

Binding (books and magazines)	400	
Texts for teachers	240	
Unforeseen needs	25	
		$1,955
Books:		
General library	$950	
Language department	200	
English department	130	
History department	175	
Science department	85	
Home economics department	30	
Junior College: English department	75	
Junior College: History department	350	
Junior College: Science department	200	
Colored school	300	2,495
		$4,450

The following reports from Columbus, Ohio, and Oakland, Calif., illustrate what may, perhaps, be called consolidated budgets, providing for the libraries of all the public schools of the city.

In Columbus the Public School Library, which is the supervising and distributing center for all the public schools of the city, receives an annual appropriation from the Board of Education. The supervising librarian allots to each department, in both the high schools and the elementary schools, a fair proportion of this appropriation. All purchases are made for the libraries by this supervisor. The budget for 1924-25 was as follows:

Salaries	$15,008.34
Books and periodicals	6,000.00
Binding	1,200.00
Supplies, etc.	300.00
	$22,508.34

The last item in the budget covers only certain supplies which are not provided by the regular supply department of the school system.

The school library budget of the Oakland Public Schools

provides a fixed amount for each school, based on the enrollment and on the appropriation authorized by the state law for each pupil "of average daily attendance." These funds do not cover salaries, which are paid from the teachers' salary funds. The budget reported for 1924-25 was as follows:

Elementary schools	$22,067.20
Junior high school	2,275.25
High schools	9,737.50
High school textbooks and supplies	36,157.50
Evening high schools	544.58
	$70,782.03

One and one-half per cent. of the appropriation for each of these five divisions was set apart for payment of proportionate shares of postage and expressage. The budget for the elementary schools was divided into specific amounts for the following purposes: grades 1-6; grades 7-8; geography work; teachers' professional library; relief maps; needs of new classes; general elementary purposes, to be used for special activities.

Several other libraries report definite apportionment, among the various departments of instruction or the subjects of the school curriculum, of the funds available for books. The Belmont High School in Los Angeles reports that the division is approximately as follows, with due allowance for specific needs as they arise:

English	30 per cent.
Social sciences	25 per cent.
Periodicals	15 per cent.
Science	10 per cent.
Reference	10 per cent.
Other subjects	10 per cent.

The Rochester, Minn., High School reports the following approximate apportionment:

General	14 per cent.
Sociology	8 per cent.
Literature	20 per cent.
History	22 per cent.
Fiction	19 per cent.
Other classes	17 per cent.

At the Lincoln School of Teachers' College, in New York, a fund of $390 was budgeted, approximately, as follows:

General reading	$130	(33.33 per cent.)
History and economics	40	10.25 per cent.
Industrial arts	20	5.12 per cent.
Science	65	16.66 per cent.
Language	40	10.25 per cent.
Household arts	20	5.12 per cent.
Fine arts	15	3.84 per cent.
Education	25	6.41 per cent.
English	35	8.97 per cent.

The State Teachers' College at Bemidji, Minn., reported the following apportionment of a fund of $1500 for books and periodicals:

Elementary school	15 per cent.
English literature	10 per cent.
Grammar and reading	2 per cent.
French	1 per cent.
Geography	4 per cent.
History	6 per cent.
Physical education	2 per cent.
Psychology and education	11 per cent.
Music	1 per cent.
Periodicals	16 per cent.
Binding	6 per cent.
Reference	11 per cent.
Science and mathematics	4 per cent.
Sociology	1 per cent.
Supplies	4 per cent.
Postage, express, and freight	2 per cent.
Other expenses	4 per cent.

The school librarian.—Of the public schools reporting, with an enrollment of less than one hundred pupils, none have a librarian who gives full time, or even the major part of her time, to the library. In most of these schools the

position is held by a teacher (usually the teacher of English); in some, students take charge of the library, at appointed times, in turn. Several reports state that a teacher is paid $100 or $200 a year, in addition to the regular teacher's salary, for taking charge of the library.

Among thirteen replies to Form No. Two, from public schools with an enrollment between 100 and 500, only four state that the librarian gives full time to this work. From the schools with an enrollment of more than 500, all but a very few state that full time is given by the librarian to the supervision and care of the library. Some, however, report that the care of the library is combined with supervision of the study hall, and several report that some time is occasionally given to advisory work in extra-curriculum activities.

All of the normal school and teachers' college libraries reporting are under the care of a full-time librarian.

Use of the library.—More than half of the reports from public schools of less than five hundred pupils, and many of the reports from the larger schools and from normal schools and teachers' colleges, state that the school library is accessible to all residents of the town or the school district: sometimes for reference use only, but usually with the privilege of borrowing. Many, however, state that these privileges are not widely advertised, and are not extensively used. Many others indicate the same thing, either by the number of volumes reported to have circulated in the preceding year or by the absence of any record of the number circulated. Many of the libraries consist principally, and some consist entirely, of reference books, textbooks, and books for collateral reading. Although nearly all are said to contain some books of a general nature, for miscellaneous reading, the reports indicate that this part of the collection is seldom large enough or live enough to induce an active circulation.

In the few schools from which the replies indicate that new and popular books form an important part of the collection, the supply of these is usually inadequate to meet the needs of a larger community than that of the school itself.

Exact records of circulation are reported by so few that no figures of significance can be presented. Many report that no records are kept; many others report their circulation in "approximate" round numbers for the year, or as approximating a certain monthly or daily average; many more report figures which are apparently definite, but with a monotony of round numbers which bear all the indications of approximation. Some reports are more precise, and apparently arithmetical rather than hypothetical, but state that the figures include books that are "checked out" for use in class rooms or study halls, and that no separate record is kept of the number issued for home use. Others apparently follow the same practice, for the number of books reported as "lent for home use" is so high, in relation to the number of enrolled pupils and teachers, that the reports seem hardly credible on any other basis.

The foregoing pages represent the maximum of information which can be presented, from the data received in reply to the questionnaires, concerning the school library field as a whole. It is equally difficult, without more thorough and extensive investigation than the *Survey* has been able to make, to present an adequate account of school library administration and service in their less statistical aspects. There is obviously a need for a much more comprehensive study of school libraries, both extensively and intensively. The following pages merely cite some of the information which has been obtained in this investigation, which seems illustrative of various conditions and methods, together with some indi-

cation, wherever this is possible, of what seems to be the most general practice.

Methods of book selection.—"Teachers hand to the librarian lists of books which they think are needed for their departments. The librarian supplements these lists with titles of general value which she thinks are needed. The lists are then revised, with a view to adequate distribution of funds, and are submitted to the principal for his approval." This report seems to represent well the principal features of the practice which is most widely followed in book selection, in libraries where the purchases are considerable: co-operation of the librarian and the various teachers or heads of teaching departments, with approval of the orders by the principal, the school superintendent, or a committee. Another report states that teachers are requested to write their book orders on cards, provided for the purpose, and to give them to the head of her department, who either approves or disapproves them, and gives those which are approved to the librarian when she asks for them. The librarian "balances" the orders from all the departments, to see that gaps are filled, and that each department receives what it needs so far as funds permit. Several schools report that they have a "censorship" committee: one high school, for instance, has a committee composed of the librarian, one head of a department, one member of the school board, and the assistant superintendent in charge of libraries; in another, selections must be approved by the principal and by the censorship committee, which consists of the assistant superintendent, a member of the board of education, and the two school librarians. The Eastern Kentucky State Normal and Teachers' College has a library committee, composed of the librarian, as chairman, and the heads of eight departments.

Co-operation with the public library is reported, as follows,

by the Lincoln High School of Tacoma, Wash.: "According to the present plan the librarian makes out the order—usually once a year, in order that the larger part of the books can be cataloged during the summer vacation—and this order is sent to the order department of the public library. All the stenographic work is done by that library, the books are delivered there, and all cataloging is done there by the school librarian, where she can have the use of all the tools of the public library. The pasting, labeling, etc., are done by the public library, and this service is paid for by the school." The high school libraries in Tacoma are under the joint ownership of the public library and the school board, but are financed by the school board.

Approximately half of the libraries reporting, purchase most of their books on one order, which is made up usually about the end of the school year, and supplement this with smaller orders as books may be particularly needed during the year. A very few of the large schools send orders every month. In most of the schools, the orders are placed through the business office of the board of education or through the school superintendent's office. Some libraries, however, place their orders direct, either with a local dealer or with a jobber. A few report that all book lists must be submitted for bids. Thus, in one school, "books are purchased by the regular purchasing agent of the board of education. Orders may be placed either on open bids, or with local merchants if their prices are the lowest which are obtainable with good service."

The library room.—Among 138 public school libraries which answered Form No. Two, all but eighteen have a separate library room which is used only for library purposes; in these eighteen the library is combined with the study hall,—a practice which is more common, the replies indicate, in the

smaller schools. In some of the small schools, indeed, the library is apparently stored in any office or room where space for it can be found. Of the libraries which occupy a separate room, approximately half have a small room also which can be used as a work room or for storage. Many, however, carry on all their work in the general library room.

All but two of the normal school and teachers' college libraries have separate rooms for the library, and three have separate buildings: Ball Teachers' College, Muncie, Ind.; Eastern Kentucky State Normal and Teachers' College, Richmond, Ky.; and Western State Normal School, Kalamazoo, Mich.

Of 120 public school libraries which report on the adequacy of the seating capacity of the library in relation to school enrollment, seventy-five (62.5 per cent.) report that it is inadequate. In sixty-eight of the schools where the seating capacity is not more than 5 per cent. of the total school enrollment, fifty-four (79.4 per cent.) report it inadequate; in thirty-nine schools where it is between 5 and 10 per cent. of the enrollment, it is pronounced inadequate by sixteen (41 per cent.). Three schools find a seating capacity of 11 per cent. of the enrollment, and two schools a capacity of 18 per cent., to be inadequate. The significance of these figures, however, is very uncertain, because of the small number of libraries represented and the lack of full knowledge of conditions in each school. Many of the reports state that the capacity is adequate, or reasonably so, at most times and for most purposes, but that it is insufficient at times, and does not permit the development of certain features of work with the students.

Among twenty-three of the normal school and teachers' college libraries, nine which have seating capacities varying from 4 to 21 per cent. of the enrollment, report it inadequate.

In the schools where it is reported adequate, the seating capacity varies from 13 per cent. to 33 per cent. of the school enrollment. Several report their capacity adequate in winter, but not for the summer school session.

In approximately 60 per cent. of the public school libraries reporting, students are required to have permits to come to the library during school hours. At the Lewis and Clark High School in Spokane, Wash., some of the students who are taking certain courses in history and English are given permanent library cards by the teachers, and by showing these at the library they may come in without securing a permit from the teacher for each day. Many of the schools in which permits are not required state that this is because the library either adjoins the study hall or is shelved in the study hall.

Approximately half of the public schools reporting, indicate that groups of students are sent to the library with some frequency for special reference work, supervised study, or preparation of debates or other assignments; for instruction in use of the library; or simply for browsing. Several others state that groups sometimes visit the library in this way. Many of those who report that this is not done state that the library room is too small to be used in this way without disturbance to the regular work.

Student help.—Most of the libraries reporting use student help to a considerable extent, depending on them for much of the mechanical and routine part of the work. In the public school libraries such work is usually accepted for credit in connection with the English course. Pay is not usually given, although a few libraries pay for the work at various prices, which average about twenty-five cents an hour. In the normal school and teachers' college libraries

student work is usually paid for. The following reports illustrate the use of student help in many libraries.

The Polytechnic High School of Long Beach, Calif., takes two students each period during the day, making twenty students in all. They do a great deal of the mechanical work, and are taught as much as possible concerning the work of the library. One-half a credit is given for a year's work.

At the Belmont High School, Los Angeles, there is a library class of from ten to twenty members, the members of which receive instruction and do work in shelving, desk work, care of magazines, mending, preparation of new books, labeling, typing, etc. One-half hour's credit is given for one period a day, for a term.

The Fremont High School in Los Angeles employs from one to three students in the library or the textbook room during each school day. Work done includes shelving, helping at the circulation desk, stamping and pasting, mending and filing. One-quarter semester credit is given for one forty-minute period five times a week, with a maximum, except in special cases, of one credit.

The Sacramento High School uses one student every period to take charge of library permits. As many other students as are needed are used to assist with the routine: desk work, filing cards, checking off returned books, shelving, etc. Students who do desk work for a year are given five credits; others are volunteers and are not paid.

The State Normal School at Montclair, N. J., has a Library Council of eighteen girls, each of whom gives a period a week to the library. The State Teachers' College at Valley City, N. D., gives an advanced course in library methods, the students in which do practical work in the library and most of the mechanical work.

Instruction in use of the library.—Nearly three-fourths

of the public school libraries reporting, and practically all of the normal school and teachers' college libraries, state that some amount of instruction in the use of the library is given to students. Many of the public schools which do not give formal instruction regularly state that instruction is given occasionally to a single class, at the request of the teacher. Instruction is sometimes given in the class room and sometimes in the library room. In a large majority of all the libraries reporting the instruction consists of only a few lessons, given either to each class or to the incoming classes. In many schools the instruction is correlated with some course in the curriculum, usually with the English courses but sometimes with courses in social science, civics, or community life.

In many of the normal schools and teachers' colleges the instruction is designed not only to assist the students in their own work in the school, and in their subsequent use of libraries, but also to give them some training in school library methods as a preparation for their later work as teachers.

The following reports describe the instruction given in some of the schools which report more extensive and systematic courses than are reported by the majority.

At Hibbing, Minn., High School, from seven to ten hours a term are given to each grade from the seventh through the twelfth, as a part of the English course.

At the Belmont High School, Los Angeles, three hours a term are given to the 9th grade, covering use of the dictionary in detail, arrangement of the library, use of indexes and table of contents, besides the catalog, the encyclopedia, and a few other reference books. The English teachers give the dictionary lessons, and follow the librarian's lessons by class problems involving use of the library. Credit is given as part of the English work.

At the Marshall High School, Minneapolis, Minn., each 9

B student (freshman) is required to take a course in community life problems. This seemed a better place for the library lessons than the English course, where it had previously been given. The librarian gives each class six lessons, on consecutive days, most of them in the library class room. The lessons are directly related, wherever possible, to the course in community life problems. Each student chooses a topic to work on throughout the library lessons. The ground covered is that of the usual short course, eliminating all but the first essentials. The talk on the public library and the ethics of library use, can be directly related to the course. The problems assigned for the catalog, *Reader's Guide,* the encyclopedias and other most commonly used reference books, are, as far as possible, based on the work they are doing. For instance, they find material on immigration, the church, the handicapped (blind, etc.), juvenile courts, and evening schools.

The course and its method of presentation are changed each year, for "we are not yet satisfied with it. This year we shall try the contract plan, which makes more allowance for individual differences in ability than any other we have tried, and which should link the library lessons still more closely to the course in community life problems."

There is a review lesson for each child during his second semester, which consists in finding all the material in the library on a topic chosen from his work of that semester, and submitting it in acceptable form.

At the Central High School, Omaha, Neb., instruction is given to both freshman classes, and to the sophomores, juniors, and seniors, as a required part of the English work. An introductory talk is given, and an initial library lesson, to all entering freshman classes in English. Further instruction is based on a set of printed library problems, to be

worked out by the pupils individually. These problems consist of questions which are to be answered by using the encyclopedias, dictionaries, atlases, gazetteers, *Reader's Guide*, or other reference books, or the card catalog. For the seniors, the problems include also directions for compiling a bibliography and the preparation of a bibliography on some assigned subject. Seniors also have a set of problems which are to be worked out at the public library, so that they may test the value of the previous work, and make a connection with the larger library.

At the Sacramento High School, Sacramento, Calif., four lessons are given each semester to students just entering. Instruction is given in the library class room adjoining the library, and covers the classification and the cataloging, dictionaries and encyclopedias, and the parts of a book, with emphasis on the index. The work is accepted as a part of the English work and is given as a part of the English course.

The school librarians of the "Range," in Minnesota, have adopted a course of study for teaching the care and use of books in the grades, with the idea of making it so complete that it can be put into the hands of any grade teacher for use in instructing the children in the elementary use of books. This course provides for three lessons to the first grade, including an introductory discussion on books, two periods; use of books and the library, three periods; and care of books, three periods. The course for the second grade includes six lessons, including an introductory discussion on books, one period; use of books and the library, two periods; care of the book, three periods; the alphabet, two periods; table of contents, one period; and paragraph summaries, one period. The third grade provides for seven lessons, including What is the library, one lesson; use of the library, one lesson; care of a book, one lesson; title and author study, two lessons; Roman

numerals and the alphabet, one lesson; use of index and table of contents, two lessons; paragraphs and outlines, two lessons. Each lesson is outlined, in detail, under each topic.

At New York State College for Teachers in Albany, freshmen are required to come three days in advance of the older students at the beginning of the fall term. In these three days they are given various examinations and tests, talks by the dean, the dean of women, and others, and two lectures (one hour each) on the library facilities of Albany and the use of libraries. During that first week the students must each report for one hour in the library. "Our quarters are small, so we can have only about thirty working at once, and we prefer twenty. We do not schedule them for this hour, but let them come at their own convenience. Out of the three hundred and fifty to four hundred there are usually a few who misunderstand, do not report, or are absent from lectures. These we schedule for separate instruction later.

"We experimented last year with giving a second problem, to be handed in two weeks later. This was a bibliography, including a limited number of both books and magazine articles, and the students were to use both the college and the state library in its preparation. This worked pretty well, and I think we shall repeat it this fall."

At the Ball Teachers' College, Muncie, Ind., each student in the school is required to take a course in "Use of the Library" at some time before graduation, preferably during the first year. In this course a member of the library staff conducts classes one hour per week, for twelve weeks. Instruction is given in the use of the catalog and in the arrangement of books on the shelves. "We explain the Dewey Decimal classification very briefly. Then we have lessons on dictionaries, encyclopedias, and a few of the most used yearbooks. We take up the *Reader's Guide;* and a very brief

survey of the most important reference books in special subjects. We have one lesson on the parts of the printed book. We have a little time to discuss magazines, and also a very little for helps for teachers who may have charge of school libraries. Credit (or no credit), but no grade, is given in this subject. It is an 'unprepared.' In this school every student must have a certain number of so called 'unpreparedes.' They are courses where no preparation can be asked by the teacher. The actual class time is all that the student gives to such subjects, unless he chooses to give more unasked. We could do much more if the course were prepared, because it is almost impossible to give practice problems under the present arrangement."

At the State Teachers' College at Valley City, N. D., a course in library methods is required of all freshman students for one quarter of work, and carries with it one quarter credit. It is a general lecture and problem course, given once a week, the lectures covering the big subjects in library science. One lesson is given on the plan of the library; one on classification; one on the card catalog; others on the use of reference books, magazine indexes, etc. "The aim, primarily, is to accustom the student to the use of the library, and help him in his college work. Comments by students after taking the course have convinced me that they think this course is really a great help in this direction. We also try to give the students enough of a general idea about the work, so that they might be able to take charge of a collection of books in connection with schools in which they might be located, and organize them into a systematized library. Of course in such a short course, the instruction possible is not sufficient to give them a broad knowledge of the subject. The problems given with the lectures take them to the library for

solution, and thus give them practical use of the library to that extent."

Personal work with students.—Various methods of stimulating interest in the library and of assisting in its use are described as follows:

"At Bay Ridge High School, Brooklyn, N. Y., in co-operation with the English department and clubs of the school, the library has held meetings of groups of students especially interested in one subject. For example, two English classes studying modern poetry invited Mr. Robert Haven Schauffler to speak to them. The meeting was held in the library. Mr. Schauffler's works and those of other modern poets were placed on display. Mr. Schauffler spoke on modern poetry, read from his works, and then held a discussion. The group was small enough to permit questions and free discussion. A similar meeting was later held with Mrs. Marguerite Wilkinson as speaker. Each year the library secures speakers for the two school assemblies held during book week. The speakers have been authors, librarians, and others qualified to speak on books and reading. The library always has a display of books along the line upon which the speaker is talking."

At South High School, Columbus, Ohio, in place of organized literary groups or clubs, monthly or fortnightly meetings have been held in the library for Round Table discussions of the world's most famous books. "The purpose of these discussions is to foster the love of good literature, to acquaint boys and girls with the names of the world's best books, and to make them familiar with world famed characters, in order that they may read as they go through life with a greater knowledge and subsequently a greater appreciation. The idea is not that of an organization. Those attending are expected to contribute something to the dis-

cussions, and, if possible, to read the books which are under discussion. Anyone may attend who likes good literature, and wishes to learn more about it and to acquire a greater appreciation for it. Leaders of the discussion are chosen by the librarian from faculty members because of special fitness to lead certain discussions. The books chosen for discussion are those which are not analyzed extensively either in high school or college, except by those who major in the languages, both modern and classical. Some of the great English works, however, are taken up even though they have been used in the regular English course of study."

At Central High School, Minneapolis, for five years home reading cards were filed in the library. "We hoped in this way to arouse interest in reading, and to prevent students from presenting the same book year after year for book reports. The student entered the reading record on his card, and wherever a report was given for class credit the teacher stamped her name on the card after the name of the book. Our school increased in enrollment at that time to over three thousand, and it seemed too great a task for the teachers to keep this record, and consequently it was abandoned. Also, about this same time, another method of assignment came into use, which abandons the old formal 'book' report. The 'contract method' calls for varied reference work, and reading of books which are definitely connected with the class work. Besides the clerical work, which became a burden, we found it very difficult to keep an accurate file because of the floating population of the school. It also seemed difficult to keep up the interest of the students after the sophomore year."

At Technical High School, Omaha, each student is allowed a browsing period in the library each day. This plan is described as follows: Every pupil is assigned one period on his

regular schedule every day, to the library or the adjacent reading rooms. The library in no sense assumes the aspect of a study hall. Pupils are free to go about as they like, through the room, to stacks, clipping file cases, illustrated book shelves, or wherever they wish. They are permitted and encouraged to read books, magazines, and newspapers that have no relation whatsoever to class work. This hour is safeguarded against interruptions. Pupils may not be made to study, even if they are failing, or called from the library during this library period. This is the only recreational reading time definitely provided for in their daily schedule. They may or may not have other study periods, but the periods in the library are their very own.

"We are too new, as yet, to measure actual results. We do know they read, and read well, and that it will have a most lasting effect in their lives. In a survey, conducted last year by the library committee of the Student Welfare Council, we found that 18 per cent. are also regular users of the public library. Our own circulation for home use—we keep no record of building use—averaged over 900 per day for the last school year."

At the Chaffey Union High School, Ontario, Calif., a number of reading clubs for students are conducted under the auspices of the library, and special attention is given to supplying the club members with all the material they need in the preparation of their parts on the program. These clubs consist of about thirty members each. All of them were organized about twelve years ago, and have been successfully maintained without intermission since that time. One of these clubs, the "Lotus Club," is "composed of a number of students of the high school who find pleasure and profit in reading good books. There are no meetings, no dues, and no library restrictions." Members are merely asked to enroll to

become associated with other readers, all of whom make brief reports, on cards provided for the purpose, on the books read. In other clubs, meetings are held according to programs, announced for the season, for the discussion of a wide range of topics. For instance, the Anthology Club in 1922-23 had "A year of American literature," which included seven meetings, for discussion of New England in letters; the South in literature; Indiana in prose and poetry; an Evening with James Whitcomb Riley; Literature and the great out-of-doors, Fiction writers of yesterday and today; and an Evening with California writers.

At the Watertown, N. Y., High School, two browsing stacks are located near the librarian's desk, containing fourteen shelves of miscellaneous fiction and non-fiction, not arranged in any particular order. "The students use these books in the library, but anyone becoming interested in one of the books may arrange to take it out of the library to read. The reason for not arranging the books as we generally do, is that as the students learn the names of the authors, they are apt to look only at the part of the shelves where, by its alphabetical arrangement, a certain book would be, but if the books are not thus arranged, the student in looking over the titles finds other books which are just as interesting, or more so. Many have learned through these browsing stacks actually to browse over the books, and to choose as many books of non-fiction as of fiction. Books are taken from other sections of the library from time to time and placed in the browsing sections, and will invariably attract attention, and be read, when perhaps they will stand in their usual places for a long time without being noticed. We also introduce new editions of old favorites and highly illustrated books through their location in these stacks.

"We have found that through this arrangement, books lo-

cated in other parts of the room, by the same authors, or similar stories, have become popular. We started with one hundred books on these special shelves, but this number has increased to two hundred and fifty. All classes are included, with an equal division of fiction and non-fiction. Of course the majority of the books of non-fiction are taken from travel, biography and poetry. These books only represent a small portion of our books for recreational reading."

School library supervisors.—In several cities all of the school libraries of the public school system are under the general direction of a supervisor of school libraries. The nature of such centralization is illustrated by the following reports from Detroit, Oakland, and Seattle.

In Detroit the entire school library department of the public schools is an integral part of the school system, and is subject to the same type of administrative control. There is a department of supervision, made up of supervisors of all departments under a head of the department of supervision. The functions of all supervisors are: to formulate policies and objectives for their respective departments; to co-operate with the Teachers' College in the training of people for their special work; to provide and distribute materials of instruction, such as courses of study and special materials; to train people already in the service by means of regularly planned supervisory meetings and demonstration lessons; to visit throughout their field, to assist principals and workers in their departments; to make recommendations for appointments and transfers in their departments; and to carry on research and study in their field. All applications and appointments are made through the regular channels of the board of education offices. Three approved book lists are made up in the office of the department of school libraries, one for platoon schools, one for intermediate schools, and one

for high schools. These lists are sent to schools, and the books to be requisitioned are chosen by the librarian, who bases her choice on recommendations of members of the faculty. All requisitions are handled by the purchasing department. An annual order is all that is permitted, and the bid system is legally demanded.

In Oakland the functions of the supervising librarian are: to encourage the organization of school libraries in such schools as are ready for them, on invitation from the principal, as the administrative officer of the school; to be prepared with a knowledge of school library conditions in other parts of the country, their organization, financial support, and physical equipment, so that she may make recommendations and act in an advisory capacity to principals, superintendents, building committees, or other officers needing such assistance; to issue from time to time such leaflets, handbooks, bibliographies, or other material as will assist the librarians in schools, or the teachers or the executives in carrying out their work; to visit the school libraries and give advice and encouragement, and help to create standards of procedure and unification in method where this is necessary; to preside at the meetings of school librarians and to suggest committee work on general school library problems; to take individual charge of the teachers' professional library in the offices of the board of education.

Book lists are made up by the school librarians, acting with the teachers and the principal. Each requisition is signed by the principal of the school, and is purchased by the purchasing agent of the school department. These requisitions pass over the desk of the assistant superintendent in charge, who may refer them to the supervising librarian for comment.

Unification of the library department under this system has worked harmoniously, and has made for friendly co-opera-

tion and standardization where this would be beneficial, and has left individual schools and libraries free to develop methods and specialization according to their individual needs. The school librarians have an organization for professional discussion all along the line, from the books which the teachers are reading down to the kindergarten picture books. The attitude toward supervision is that it is an advisory, help-giving agency, and a source for specialized information in a given field. Supervisors do not have executive power, nor is their function that of a critic in the sense of condemnation. A great deal of freedom is given to the development of new libraries as class room projects. Even as high as the junior high school, the smaller special grade library is sometimes operated as a student and teacher project. A somewhat delicate balance is maintained between the project-developed library and the highly organized high school library.

In Seattle one of the high school librarians serves also as head librarian for all of the high schools, with the purpose of co-ordinating and centralizing the work of all; to have general oversight of the selection and the work of librarians; to make such reports as are called for by the school board and the superintendent's office; and to perform various duties which concern all the libraries, including revision of book orders and magazine orders. The head librarian is directly under the assistant superintendent in charge of high schools. Books are selected by the various librarians after consultation with the teachers of their buildings. This list is submitted to the head librarian, who goes over each list carefully with the librarian of the school. The lists are then given to the assistant superintendent and by him to the board. They are quite carefully scrutinized by some members of the board, and the head librarian is not infrequently called upon to justify certain inclusions.

All of the high school librarians go down to the public library one afternoon a week after school, where they have the opportunity of looking over the new books added during the week, and also the new pamphlets. Pamphlets which they want for their libraries are noted, and are written for the following day.

In Los Angeles the grade schools of the city obtain their books from the Los Angeles City School Library, from which the individual teachers are entitled to draw books and other supplementary material. Dates are scheduled for each teacher to visit the library in September, in order that each teacher may have the same opportunity to select books for her class. Additional books, the total of which must not exceed the number of pupils enrolled, may be drawn after the first month of school. By special arrangement library deposits of from fifty to two hundred books may be borrowed by the school. The library supplies sets of textbooks in English, civics, history, geography and biography. Each teacher is allowed three sets to a class, not exceeding one book for each student. These may be kept for the school year or may be exchanged for new sets at any time. The library also supplies books for teaching foreigners, and mimeographed lesson leaflets and stories for use in the evening class, home teacher classes, and foreign opportunity classes. Phonograph appreciation records for each grade may be drawn for two weeks, and general phonograph records may also be borrowed. A portable phonograph is available for use in immigrant education.

Legislation and standards governing school libraries.— State legislation concerning school libraries is very largely confined to laws providing for semi-public libraries, intended to serve the needs of the teachers and pupils in their school work and also to serve as public circulating libraries for the residents of the school district. Such laws in some states

are permissive, and in others are mandatory, either authorizing or requiring school boards to maintain libraries in the schools. The appropriation for this purpose may be fixed by law at a certain amount of money annually, or may be fixed on the basis of a certain amount annually per pupil or per teacher. Laws providing for the establishment of libraries of this type frequently provide that the state department of education shall compile a list of books, from which all books purchased for the school libraries shall be selected. These laws are designed primarily to provide libraries in rural schools, many of which are in communities where there is no public library.

Regulations governing the administration of school libraries, other than these rural district libraries, are generally left to the state department of education. By many of these departments standard requirements have been adopted; these apply more frequently to grade schools than to high schools. In most states they are brief, and often do not go beyond a requirement that schools shall be provided with libraries of a certain number of volumes. In only a few states are there any definite, mandatory regulations governing the qualifications of school librarians.

In some states standards have been adopted by the department of education, as desirable, and are recommended to the school boards of the cities and towns of the state. Many of these standards are based on *Elementary school library standards,* prepared under the supervision of a joint committee of the National Education Association and the American Library Association (American Library Association, 1925). The information gathered by the *Survey,* however, indicates that the whole question of legislation and standards for school libraries is, in most states, in a rather chaotic but happily transitional stage, and that much further study of the subject is desirable.

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